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ABSTRACT

Florida's Performance Assessment System for Students with Disabilities (PASSD) is a response to growing demands that students with disabilities be included in school evaluation and accountability efforts through alternate assessments. Chapter 1 introduces PASSD and provides background information. It notes that the focus of PASSD is noncategorical with three levels of performance expectations, independent, supported, and participatory. Chapter 2 details the five steps of the assessment procedure: (1) identify instructional goals related to the performance expectation/s being addressed; (2) develop instructional/assessment activities; (3) identify scoring criteria (rubric); (4) develop a method/s to document and keep track of student performance (tracking forms); and (5) develop a format for reporting student performance (rating scale). Chapter 3 focuses on use of assessment data, especially in developing the student's individualized education program and in overall program evaluation. Chapter 4 provides a guide to the unique educational needs of individuals with disabilities including autism, deafness and hearing impairment, educable mental handicap, emotional handicap, physical impairment, profound handicap, specific learning disability, speech and language impairment, trainable mental handicap, and visual impairment. An appendix presents state standards by domain. (Contains 14 references.) (DB)

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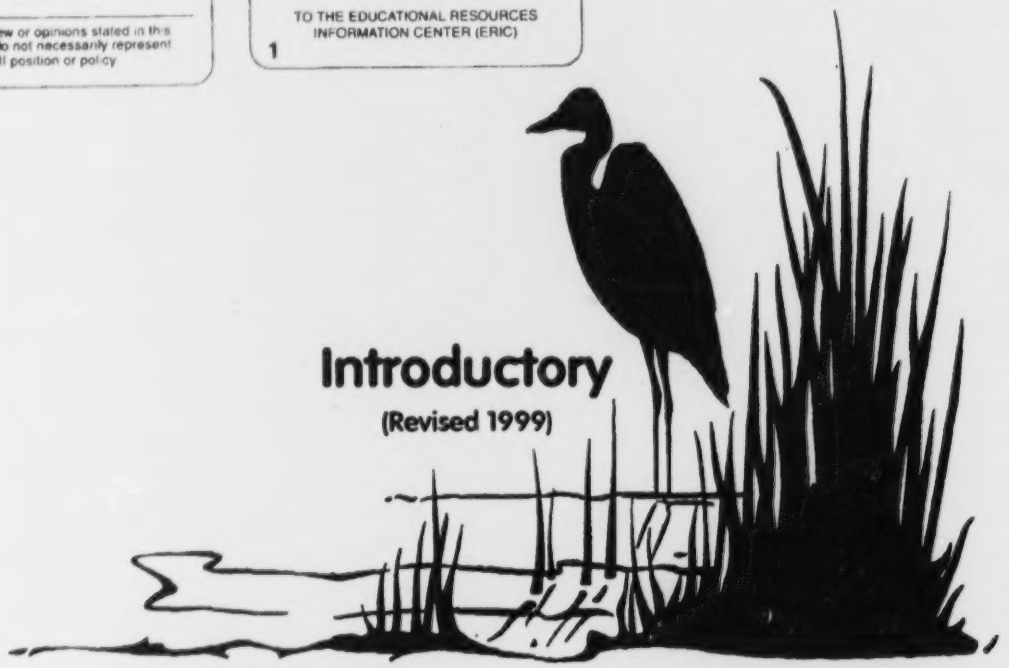

Introductory

(Revised 1999)

EC 308688

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Performance Assessment System for Students with Disabilities

Introductory

Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education
Revised 1999

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Chapter 1
Introduction and Background

Educational Reform

PASSD is a system of educational accountability.

Florida's System of School Improvement and Accountability is a strategy for promoting school improvement and educational accountability in Florida. Established by the Florida legislature in 1991, this initiative sets clear goals and performance standards for Florida's schools. The stated intent of the legislation is to "... raise standards and decentralize the system so school districts are free to design learning environments and experiences to better meet the needs of each child" (Florida Commission on Education Reform and Accountability, 1994, p. 2).

The Sunshine State Standards (SSS) and the Sunshine State Standards for Special Diploma (SSS/SD) provide a framework for education for all students in Florida. The majority of students are assessed on the SSS at the state level using the Florida Comprehensive Assessment Test (FCAT).

Accountability and Students with Disabilities

PASSD is a response to growing demands that students with disabilities be included in school evaluation and accountability efforts.

For a small number of students with disabilities, the Sunshine State Standards for Special Diploma are appropriate educational outcomes and are assessed through alternate assessment strategies. The *Performance Assessment System for Students with Disabilities* (PASSD) is a response to growing demands that students with disabilities be included in school evaluation and accountability efforts through alternate assessment. The unique learning needs of students with disabilities have long presented a challenge to educators. The challenge in including students with disabilities in program and school accountability lies in ensuring that the focus of these accountability systems and the ways in which assessment data is collected and used, truly respond to student diversity. The materials contained in *PASSD* will help schools respond to this challenge as they implement *Florida's System of School Improvement and Accountability.*

Standards-Driven Education and Accountability

Florida's System of School Improvement and Accountability communicates the desire for Florida schools to align curriculum, instruction,

and assessment with the SSS and SSS/SD. Thus, the Florida Legislature has indicated clearly that Florida schools will become "standards-driven systems."

In a standards-driven system, a school, district, or state structures its entire effort around the results or standards it is trying to achieve. The standards clearly articulate the performance that is expected to result if the system has operated successfully. Program variables and assessment practices of the system are aligned with the standards. Furthermore, all decisions about program development, student achievement, and educational effectiveness are driven by actual performance data related to the standards.

The Components of the System

The Standards

The standards drive the program and assessment.

Without clear standards of expected student performance, the long-range focus of education is often inconsistent across districts and schools. A uniform focus makes it possible to gather and report information on the effectiveness of a given system's educational services.

Clear standards also give purposeful direction to the process of educating students. Parents and teachers who know what is expected of students can work together to ensure that students have the opportunities necessary to progress toward those expectations. Furthermore, program accountability and public reporting are based upon actual student performance on standards critical to leading productive and satisfying adult lives. *PASSD* articulates expectations for students linked to SSS/SD. The SSS articulate outcomes for the majority of students in Florida (including the majority of students with disabilities). The SSS/SD are outcomes for the few students with disabilities who may not obtain a standard high school diploma but can obtain a special diploma. In addition, the SSS/SD identify unique educational outcomes for most students with disabilities, including those who may obtain a standard diploma.

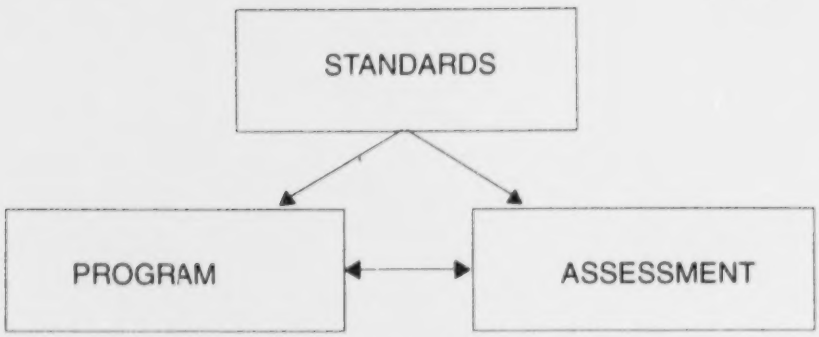

Figure 1. General model of a standards-driven system.

The Program

Programs are focused toward achievement of standards.

In a standards-driven system, the role of the educational program is to facilitate student achievement of the identified performance standards. Standards do not dictate the specific program components that must be in place for students to achieve the standards. As a result, the Florida Department of Education allows for flexibility and individuality in educational programming. Curriculum Frameworks reflecting integration of the Goal 3 Student Performance Standards and SSS are available from the Florida Department of Education. Sunshine State Standards for Special Diploma are also available from the Department. These standards provide guidance on the content of education. It is the responsibility of schools, however, to ensure the standards and expectations are the focus while developing educational programs.

The Assessment

Assessment reports on achievement of the standards.

Assessment is closely linked to both the standards and the program in a standards-driven system. Assessments should be designed to directly measure student performance on each standard and to provide input for program improvement. Thus, the linkages need to be clear and direct. Assessments that do not directly relate to a standard or the information needs of the program are considered irrelevant in a standards-driven system.

The Florida Comprehensive Assessment Test (FCAT) is designed to assess the SSS. In order to assess the SSS/SD, alternate assessment strategies are needed. PASSD has been developed as one option for schools and districts to consider as an alternate assessment.

PASSD is directed to the classroom level of education. Teachers can use *PASSD* to help them collect performance-based assessment information and report that information in three ways: (1) as input to instruc-

The focus no longer will be on what the educational system does for the student, but on what the student does as a result of the educational system.

The unique learning needs of students with disabilities have long presented a challenge to mainstream education.

tionally relevant components of a student's IEP, (2) in periodic reports to parents, and (3) in contributions of classroom data for group evaluation (school or district level).

Through the development of a standards-driven system, schools can define educational success in terms of acceptable student performance. They can also better defend their programs and services. As a result, the focus no longer will be on what the educational system does for the student, but on what the student does as a result of the educational system.

PASSD

PASSD is a system of educational accountability. It was originally based on the Goal 3 Student Performance Standards identified in *Florida's System of School Improvement and Accountability (Blueprint 2000)*, and it takes into account the most current research on performance-based assessment as well as research on the educational needs of students with disabilities. *PASSD* is designed to assist in initiatives to address alternate assessment. It facilitates an understanding of the intent and focus of standards for students with disabilities (Sunshine State Standards for Special Diploma). It also translates standards into realistic expectations for students with mild, moderate, or severe disabilities and provides guidance in reporting student performance.

Three Levels of Performance Expectations

The focus of PASSD is noncategorical. This means there is no one-to-one correspondence between a specific set of Performance Expectations and any particular disability category. Instead, the Performance Expectations reflect three levels of independence in major adult living roles. Students with any type of impairment are potential candidates for any of the expectations within the three sets of Performance Expectations depending on the level of independence they are expected to achieve in adulthood.

In order to identify appropriate Performance Expectations for a particular student, teachers and parents will need to first consider the student's functional ability to use information in completing tasks. They will need to ask, "How well does the student handle abstract concepts and ideas and to what extent will the student's cognitive and physical abilities be a factor in achieving independence?" Based on the answers to these questions, teachers and parents will be challenged to envision a realistic level of independence or participation in adult living roles.

Cognitive deficits can limit a student's ability to assimilate large amounts of information, understand abstract concepts, or transfer and generalize knowledge and skills to new contexts. Under these circumstances, the student cannot realistically achieve full independence in adulthood. A cognitive deficit prevents the level of self-reliance necessary to accomplish many tasks and activities without the support or assistance of others. For these reasons, the target for adult living shifts from full independence to supported independence depending on the extent of the cognitive deficit. However, when the cognitive deficit becomes so great and perhaps coupled with severe physical or sensory deficits that the student requires extensive and continuous support from others, education targets participation in life roles rather than independence in those roles. The three sets of Performance Expectations have been developed to help schools maintain an appropriate instructional focus that more accurately reflects realistic adult living expectations for students with disabilities. The focus of each of the three manuals containing Performance Expectations for these students is discussed below. These Expectations were the foundation for the identification of SSS/SD and are reflected throughout SSS/SD.

INDEPENDENT LEVEL

The Independent Expectations encompass a set of skills, competencies, and orientations that are required for independent living.

This manual describes behaviors of students who are expected to achieve a level of functional independence in adulthood. Such students are capable of meeting their own needs, working and living successfully in their communities without overt support from others. The Performance Expectations encompass a set of skills, competencies, and orientations that are required for independent living. They also reflect the vital content these students need to learn and the instructional strategies (e.g., direct instruction, guided practice, extended learning time, instruction in real-life contexts) they require if they are to become independent.

The Independent Performance Expectations assume that students have some limitations that impact their ability to transfer or generalize their learning across performance contexts. Students for whom these Performance Expectations are appropriate need to be able to assess their personal strengths and limitations and access resources, strategies, supports, and linkages that will help them maximize their personal effectiveness. For this reason, the instructional approach must include concrete/authentic experiences in settings in which the student is expected to function.

The focus of the Performance Expectations for the Independent Level is balanced between functional academic skills and functional

daily living skills. These Performance Expectations require the student to apply their functional skills to the activities of daily living.

SUPPORTED LEVEL

These Performance Expectations encompass a set of skills, competencies, and orientations that are required for living in a supervised setting.

This manual describes behaviors of students who are expected to achieve supported independence in adulthood. These Performance Expectations encompass a set of skills, competencies, and orientations that are required for living in a supervised setting. They also reflect familiar and basic tasks and activities of daily living, but acknowledge that students, while capable of completing these tasks and activities, will require supervision or prompts in establishing and maintaining the desired behaviors.

The Supported Performance Expectations assume that students have cognitive limitations that seriously impact their ability to generalize or transfer their learning. Students for whom these Performance Expectations are appropriate will require supervision and support throughout their lives, but they can learn many skills to maximize their independence. For this reason, the instructional approach must be direct, in context, and targeted on specific but essential independent living skills.

The focus of the Supported Performance Expectations is on completing tasks and activities of daily living, enhancing quality of life, and maximizing personal effectiveness. These Performance Expectations require the student to follow previously learned routines and demonstrate an acceptable level of independent living.

PARTICIPATORY LEVEL

The Participatory Performance Expectations describe behaviors of students who are expected to participate in major adult living roles. They articulate a level of participation, rather than a level of skill, that is required for integration into life roles.

These Performance Expectations assume that students have significant cognitive and physical limitations that preclude their ability to generalize or transfer their learning. Students for whom these Performance Expectations are appropriate are dependent on others for most, if not all, of their daily living needs. Although some skill development may occur, these Performance Expectations require an extensive, ongoing support system that allows the student to participate in all

areas of major life roles. For this reason, the instructional approach targets opportunities for the student to participate, even partially, in age-appropriate tasks and activities.

The Participatory Performance Expectations describe behaviors of students who are expected to participate in major adult living roles.

The focus of the Participatory Performance Expectations is on participating to the maximum extent possible in tasks and activities of daily living. The maximum extent possible concept is individually determined for each student and involves input from teachers, therapists, and parents, taking into consideration the student's cognitive and physical abilities. As such, each student has an individually determined maximum level of participation for each Performance Expectation against which current performance is rated. These Performance Expectations require the home, school, and community working together to integrate the student as fully as possible into major life roles.

This manual provides the steps for implementing an alternative assessment procedure (chapter 2), a discussion of the use of alternate assessment data (chapter 3), a discussion of the unique needs of studentswith disabilities (chapter 4), references used in the development of PASSD materials, and an appendix that contains the SSS/SD. The information in this manual is intended as an overview of performance based assessment procedure with reference to the three manuals that specifically address PASSD expectations for students at the Independent, Supported, and Participatory levels. It will be helpful to have access to one of these three manuals when reading this introductory manual.

Chapter 2
Assessment Procedures

A close alignment between the standards and assessment is paramount.

Introduction

Schools that strive for student achievement of clearly identified standards need a means for accurately determining student progress toward those standards. Standards that are not assessed typically are not taught, and those things that are assessed become unofficial standards of the system. For these reasons, a close alignment between the standards and assessment is paramount.

Before attempting to assess student performance on one or more of the expectations, school administrators need to prepare their staff to develop appropriate and quality assessments. Consistency in assessment practices across teachers is possible only if all persons working toward achievement of the expectations share a common understanding of what the expectations mean and how they are exhibited in actual practice. School administrators should encourage teachers to meet regularly to review the components of standards and expectations (performance requirements, critical context variables) and to discuss the focus of the expectations and their relationship to the curriculum and classroom instruction.

Developing an educational system that is focused on the Standards and Performance Expectations will take time and effort. However, with thoughtful planning, small changes can take place immediately and will eventually lead to the major changes desired.

Performance-Based Assessment

Recent advances in measurement understanding have resulted in demands for testing methods that have very different characteristics than traditional testing methods. Such characteristics include: (1) the assessment of holistic performances rather than isolated parts of performances, (2) the ability to track student performance over time in changing contexts, and (3) testing that takes place in authentic rather than "contrived" situations. Assessments that possess these characteristics are collectively referred to as performance-based assessments. Examples of performance-based assessment activities include:

- projects and tasks
- exhibitions and demonstrations
- speeches and presentations
- role play and simulations
- authentic (in the real-world) performances
- journals.

Performance-based assessments usually focus on the process of student performance instead of, or in addition to, the products of student performance.

Methods for Obtaining Performance Information

Different methods exist for obtaining performance-based information about students. These methods include work or product reviews, structured observations, spontaneous observations, and structured interviews. Each method is described briefly below. Some of the methods lend themselves to in-classroom assessment activities. However, the latter three methods are especially important when teachers are interested in how well students transfer skills to real-life situations outside the classroom.

Work or Product Reviews

When teachers grade actual work students have produced, they are doing work or product reviews. This is the method most commonly used in schools to obtain assessment information. The assessment tasks are pre-planned activities that usually require students to write a response or construct a product. Activities that are consistent with current views on student assessment would ask students to produce work much like they would produce in real-life. Such tasks include filling out applications, writing letters to friends, or constructing an object for personal use.

Structured Observations

Structured observations, like work or product reviews, are pre-planned activities. Students are given directions to perform in some way and are observed as they perform. Typically, student performance is evaluated and students are given feedback in oral or written form. Structured observation is an effective method for evaluating social behaviors and behaviors that are not easily evaluated. Teachers also could present students with a problem and observe students in the process of solving the problem, ask students to give a presentation, or observe students in the

teacher to set up "unstructured time" and observe student behavior, such situations are artificial and may only elicit a "staged" performance or partial picture of student behavior. Teachers may want to supplement such information with notes on what they have observed students doing when
confronting unstructured time in their daily routines (during breaks, while waiting in a checkout line during a shopping trip, while waiting to be picked up from school).

Interviews

Interviews with parents, other teachers, employers, peers, or the student can be a rich source of information. When teachers are unable to observe student performance outside of the classroom, they may be dependent upon others for information about how the student applies skills in the real-world. Additionally, teachers may be interested in how students perform under the direction or supervision of persons other than the teacher, as the dynamics of interpersonal relationships can sometimes affect student behavior.

Assessment Quality Issues

Teachers should keep in mind that standardization, reliability, and validity are important measurement concerns in any assessment context. They need to be aware of these concepts and understand some of the strengths and limitations of the methods for assessing student performance.

Standardization

While authentic and individualized activities yield rich student performance information, such activities are difficult to standardize. Standardization means that all students complete an assessment activity under identical conditions (same questions, directions, time constraints). Without standardization, it is difficult to compare student performance. Standardization also allows all students an equal and fair opportunity to demonstrate their abilities.

Reliability

Reliability is another issue related to assessment quality. Rater-reliability is particularly important when using performance-based assessment. Human judgment can be subjective. Two teachers may not inter-

not to another? Standardization, high reliability, and the use of sound judgment for selecting student performance tasks can increase validity.

Before developing assessments, it is important that teachers spend time exploring the implications of various assessment methods. The level of reliability, validity, and standardization needed varies with the purpose and audience of the assessment. As assessments start to have higher stakes attached to them, technical properties need to become much more rigorous. Some strategies for enhancing the quality of assessment data are: standardizing procedures or assessment activities, requiring documentation of student work as a supplement to performance ratings, using multiple perspectives in assessment and rating of student performance, exchanging student work with other teachers and comparing evaluations, involving students, and periodically auditing assessment results. For successful assessment planning, the following steps are suggested and are discussed in this chapter.

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Step One: Identify Instructional Goals Related to the Performance Expectation(s) Being Addressed

The specification of instructional goals is an important step in assessment planning. It requires teachers to give their instruction both context and focus by defining those elements of the Standards and Performance Expectations they will address in their service delivery. It also facilitates communication of the expected results of instruction to families, guardians, and other teachers.

In a standards-driven system, the identification of instructional goals always begins with selection of a standard (expectation).

When identifying their instructional goals, teachers typically rely on various curriculum guides provided by their school district. Florida's SSS/SD have the PASSD expectations embedded. Teachers need to identify instructional goals that combine elements of their curriculum with the focus of the standards and expectations.

In a standards-driven system, the identification of instructional goals always begins with selection of a standard (expectation). Teachers should focus on expectations they know will work with their existing curriculum and within other classroom constraints. Once an expectation has been selected, teachers need to determine how students will demonstrate achievement of the expectation. The performance requirements and critical context variables associated with each expectation suggest the age or grade-appropriate performance contexts that may be considered. Using these sources will allow teachers to develop a set of instructional goals that lead to an appropriate assessment of the target expectation. Teachers will likely want to set instructional goals that fit within the time limits of a term, semester, or school year.

Example:

Mrs. Finedown is the community-based instruction teacher at Johnson High School. She has decided to work on Expectation 4 (Complete activities requiring transactions in the community) of the supported expectations with her students. She also decided to address Expectation 5 (Participate effectively in group situation), Expectation 6 (Respond effectively to unexpected events and potentially harmful situations, and Expectation 7 (Manage unstructured time).

After reviewing her curricular requirements and visiting various community locations, Mrs. Finedown developed a list of context variable on which she would like to focus her instruction and that were related to each of the identified expectations. From this list, she wrote instructional goals for the first semester of the school year. Some of these goals were:

Supported Expectation 4

1. *Students will demonstrate achievement of the performance requirements of Supported Expectation 4 in the following contexts:*
   - *shopping (grocery and clothing)*
   - *using a bank and post office*
   - *eating out in a fast food restaurant, a full service restaurant, and the school cafeteria*
   - *using a bus*
   - *participating in a regularly scheduled physical fitness activity (swim ming or bowling)*
   - *going to the movies*
   - *visiting attractions in the community (zoo, museum)*

   Specifically, students will demonstrate achievement of each performance requirement, with prompting, as stated below:

   a. *Students will initiate activities as assigned in response to a pre-deter mined cue.*
   b. *Students will carry out assigned steps in all activities.*
   c. *Students will conduct themselves safely in the community, and their behavior will not interfere with the participation or comfort of those around them.*
   d. *Students will communicate to complete the basic steps of the transaction involved in the activity, will express needs, and will use basic greetings when appropriate.*

Mrs. Finedown also identified similar instructional goals for Expectations 5, 6, and 7. Mrs. Finedown also decided to add Expectation 2 (Complete domestic activities in their personal living environments) to her instructional goals. The primary contexts identified for these expectations were:

Supported Expectation 2

2. *Students will demonstrate achievement of the performance requirements of Expectation 2 in the context of food preparation.*

Supported Expectation 5

3. *Students will demonstrate achievement of the performance requirements of Expectation 5 in the following contexts:*
   - *to plan an event*
   - *to plan for participation in an activity in the community*

Supported Expectation 6

4. *Students will demonstrate achievement of the performance requirements of Expectation 6 in the following contexts:*
   - *when becoming lost in the community*
   - *when a disruption occurs in an activity they regularly perform in the community*

Supported Expectation 7

5. *Students will demonstrate achievement of the performance requirements of Expectation 7 in the following contexts:*
   - *while waiting in line in a community setting*
   - *while waiting for the bus*
   - *while waiting for food to be served in a restaurant*

Step Two: Develop Instructional/Assessment Activities

While there are many activities students may perform that could be reported to families and guardians, teachers should identify the specific activities they will use to evaluate student achievement of the instructional goals identified in Step One. Assessment activities may include demonstrations, role play, or observations of naturally occurring events. These activities are designed for the primary purpose of reporting on student achievement to families and others.

The following process should be followed for *each* assessment activity developed:

A. Develop an initial activity description.

Teachers should determine which contexts identified in the instructional goals can be measured within an activity and which contexts they will measure across several activities. Keep in mind that one activity may yield information related to more than one expectation. It is not necessary to measure every expectation with every activity. The instructional goals will dictate the content of the assessment activities, or teachers may find ideas for content from such sources as school themes, student interests, or current events. *The initial activity description is just a starting point.* The activity description will probably be edited several times before the final product is complete.

Example:

Mrs. Finedown developed the following initial description of one of her assessment activities:

The students will plan and prepare a lunch for the principal, secretary, and custodian in appreciation for what they do. The students will plan the menu and decide who will be invited. They will also select the table settings, plan the seating arrangement, and prepare a presentation. Finally, they will clean up. Each student will be assigned one dish or item for which he or she will be responsible. Then students will take a bus to shop for necessary ingredients and items.

B. Determine how each Performance Requirement will be measured.

The performance requirements of each expectation identify the criteria against which student performance will be evaluated. Teachers should become familiar with the performance requirements by reviewing them within each expectation. Then, they should review the specific performance requirements for the applicable age/grade range (found in Chapter 3 of the other manuals). It is important that teachers make sure they will have an opportunity to observe the behaviors in order to adequately evaluate student functioning on each performance requirement. Some performance requirements will be manifested only in the final product from the student. Others will be observable only during the process of performance.

The performance requirements of each expectation identify the criteria against which student performance will be evaluated.

Example:

Mrs. Finedown broke down her activity into the following components: planning the lunch, using the bus, shopping, and preparing the lunch. She then analyzed all relevant performance requirements. For example, for the shopping, she analyzed the performance requirements for Expectation 4 (Complete activities requiring transactions in the community) and Expectation 7 (Manage unstructured time). The analysis of Expectation 4 follows below:

a. Initiate activities requiring transactions in the community.

- *One student will be given the responsibility to "remind" the teacher that the class needs to plan the grocery list for the shopping activity two days prior to the activity, and another will be given the responsibility to "remind" the teacher that the class has to get ready to go to the grocery store 1/2 hour before leaving. Each student will have a cue put in place (a sticker on a calendar, an alarm clock) if necessary. Only two students will be assessed on this performance requirement for this activity.*

b. Carry out the steps of activities requiring transactions.

- *Each student will be expected to complete the steps of the shopping activity to purchase an assigned item or the ingredients for an assigned dish. Students will be given or will develop a list prior to the shopping trip. Each student will be observed by either the teacher or an aide in the process of completing a part of the shopping activity.*

c. Conduct themselves in ways that are safe and appropriate for the activity and community location.

- *Each student will be observed by either the teacher or an aide while in the grocery store.*

d. Communicate effectively.

- *Each student will be expected to interact with a community worker and will be observed by either the teacher or an aide.*

After reviewing this analysis, Mrs. Finedown revised the activity description to include, for example, the specific directions students will be given and what observations will be made.

Each assessment activity should be reviewed prior to implementation to ensure that it is appropriate and practical.

C. Review the assessment activity.

Each assessment activity should be reviewed prior to implementation to ensure that it is appropriate and practical. Herman, Aschbacher, and Winters (1992) identify several questions that can guide the review of performance-based assessment activities. The following have been adapted from their list:

- Will the activity have positive consequences on instruction and the curriculum?
- Is the activity a fair measure of performance for all students regardless of cultural background, primary language, disability, or gender?
- Will students have equal opportunity to learn the skills and knowledge inherent in the activity?
- Is the activity a good representation of the expectation(s) being assessed?
- Does the assessment require students to use complex thinking and problem solving skills?
- Would the content of the activity stand up to scrutiny (would others find it important)?
- Does the assessment activity cover key elements of the curriculum?

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- Will students find the assessment activity realistic and worthwhile?
- Is the information generated about students worth the cost and time needed to obtain it?
- Are the directions clear enough so that other teachers could duplicate the activity?

Step Three: Identify Scoring Criteria (Rubric)

A scoring rubric identifies the specific behaviors expected to be observed in a given activity and various levels of proficiency associated with each behavior.

Performance-based assessments require detailed scoring criteria to ensure fair and valid judgments of student performance. Developing "good" scoring criteria is probably the most difficult aspect of assessment development. Scoring criteria should be clear enough that any teacher, with minimal training, could apply them as intended.

Scoring criteria are communicated through a scoring rubric. A scoring rubric identifies the specific behaviors expected to be observed in a given activity and various levels of proficiency associated with each behavior. Levels of proficiency may be indicated by numbers (a scale of 1 to 5), by letters (A to F), or by labels ("No Performance," "Minimal Performance," "Proficient Performance," "Exemplary Performance").

In the *PASSD* materials, the performance requirements specify the expected behaviors around which scoring rubrics should be developed. Teachers need to specify only the various levels of proficiency on each performance requirement for each specific activity. The following is a suggested guideline for developing rubrics for the performance requirements of the expectations:

0	No performance or complete noncompliance
1 2	Emerging performance
3 4	Proficient performance
NA	Not applicable
NO	No opportunity to observe the student.

Scale point 0, "no performance or complete noncompliance," means the opportunity to perform was there, but nothing, or nearly nothing, occurred. Some reasons could be that the student refused to participate or the student was completely dependent on another person to participate.

Scale points 1 and 2, "emerging performance," are intended to show that the student did, in fact, do something. However, the student's performance was not at the expected level of quality.

Scale points 3 and 4, "proficient performance," are intended to show the quality of performance expected by the teacher. Point 3 should be the expected performance. Point 4 should be performance beyond that which is expected.

Options indicating that a performance requirement is "not applicable" (NA) or that the teacher did not have an opportunity to observe the behavior (NO) rarely should be used. Nonetheless, they need to be available to indicate why a particular performance requirement is not rated. One reason to use an NA could be that the teacher decided not to ask students to perform the behavior of a particular performance requirement. Some reasons to use an NO could be that the student did not participate due to illness or a missed class, the teacher did not have a chance to observe the student during a particular activity, or the behavior of others kept the student from participating.

When developing scoring rubrics for PASSD assessment activities, teachers may find it easiest to convert each performance requirement into a question first.

When developing scoring rubrics for PASSD assessment activities, teachers may find it easiest to convert each performance requirement into a question first. Then, they may want to specify the criteria of acceptable performance (scale point 3) before specifying other levels of performance. Teachers should consult the information on acceptable performance found in Chapter 3 in the Independent, Supported, and Participatory manuals.

Example:

Mrs. Finedown was using Expectation 4 (Complete activities requiring transactions in the community), among others, in her assessment of the shopping activity. Her first step in developing scoring rubrics for this expectation was to change the performance requirements into questions. Next, she used the five-point scale defined above to identify various levels of performance.

a. Did the student initiate his or her assigned part of the shopping activity ("remind" the teacher of the need to plan or go to the grocery store)?

0 The student did not initiate the shopping activity (did not "remind" the teacher of the need to plan for the shopping or go to grocery store).
1 The student initiated the shopping activity with extensive prompting and some direction.
2 The student initiated the shopping activity with extensive prompting.
3 The student initiated the shopping activity with a prompt.
4 The student initiated the shopping activity in response to the predetermined cue.
NA The student was not assigned an activity to initiate.

b. Did the student carry out the steps of the shopping activity once the class had arrived at the grocery store?

0 The student did not carry out any of the steps of the shopping activity or required full physical manipulation throughout the activity.
1 The student carried out the steps of the shopping activity but required assistance to complete most of the steps correctly.
2 The student carried out the steps of the shopping activity but required assistance to complete about half of the steps correctly.
3 The student carried out the steps of the shopping activity but required assistance to complete some (less than half) of the steps correctly.
4 The student carried out the steps of the shopping activity independently.
NO No opportunity to observe the student in all of the steps of the shopping activity.

c. Did the student conduct self in a way that was safe and appropriate for the shopping activity and the location?

0 The student needed to be removed from the location due to his or her conduct.
1 The student was given a time-out due to his or her conduct.
2 The student's conduct interfered with his or her participation in the shopping activity.
3 The student conducted self in a way that was safe and appropriate for the shopping activity and location but required some prompting.
4 The student conducted self in a way that was safe and appropriate for the shopping activity and location.
No No opportunity to observe the student.

d. Did the student communicate effectively with at least one community worker while participating in the shopping activity?

0 The student did not attempt to communicate with a community worker.
1 The student attempted to communicate with a community worker but was ineffective.
2 The student attempted to communicate with a community worker but was somewhat ineffective.
3 The student communicated effectively with some prompting.
4 The student communicated effectively with a community worker.
NO No opportunity to observe the student.

An Important Note About Developing Scoring Criteria for Students in the Participatory Level:

Many students with severe or profound disabilities have physical and mental limitations that preclude their full participation in many activities. The principle of partial participation is central to the education of these students. For example, a student may be taught to wash and dry dishes following lunch. The student's maximum physical potential may preclude performance of all of the required tasks. **The extent to which the student is capable of participating in the activity should be made in advance of assessment.** It is essential that these very important decisions are made only after receiving input from all persons who have knowledge about the student's physical and mental capabilities. It is also essential that instructional staff have total agreement on what constitutes an acceptable performance given an individual student's capacity. It should be no surprise to teachers that the expected levels of participation will be different for individual students with severe or profound disabilities. Teachers may need to develop individualized scoring rubrics for those performance requirements addressing this issue of partial participation.

Step Four: Develop a Method(s) to Document and Keep Track of Student Performance Tracking Forms

Documentation of student performance is necessary for two reasons. The first reason is so teachers can make sound evaluative decisions. Undocumented information is too easily forgotten or, worse yet, becomes distorted. Therefore, when teachers summarize student performance, it is important that they review data from actual examples of student behavior. A second reason that documentation is important is because it allows others to evaluate the range of contexts confronted by students.

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This can assist stakeholders in interpreting student performance.

Student performance can be recorded (documented) in many different ways. Depending on the expectation, performance can be recorded using video or audio technology, anecdotal records and narratives or collections of actual student work (often referred to as portfolios). Above all, teachers need to develop methods of keeping track of student performance that work for them. These methods should be considered personal reminders of professional observations of student performance much like the physical documents, test results, or other observations kept by medical doctors. Documentation assists teachers in making accurate decisions, in justifying those decisions, and in demonstrating accountability.

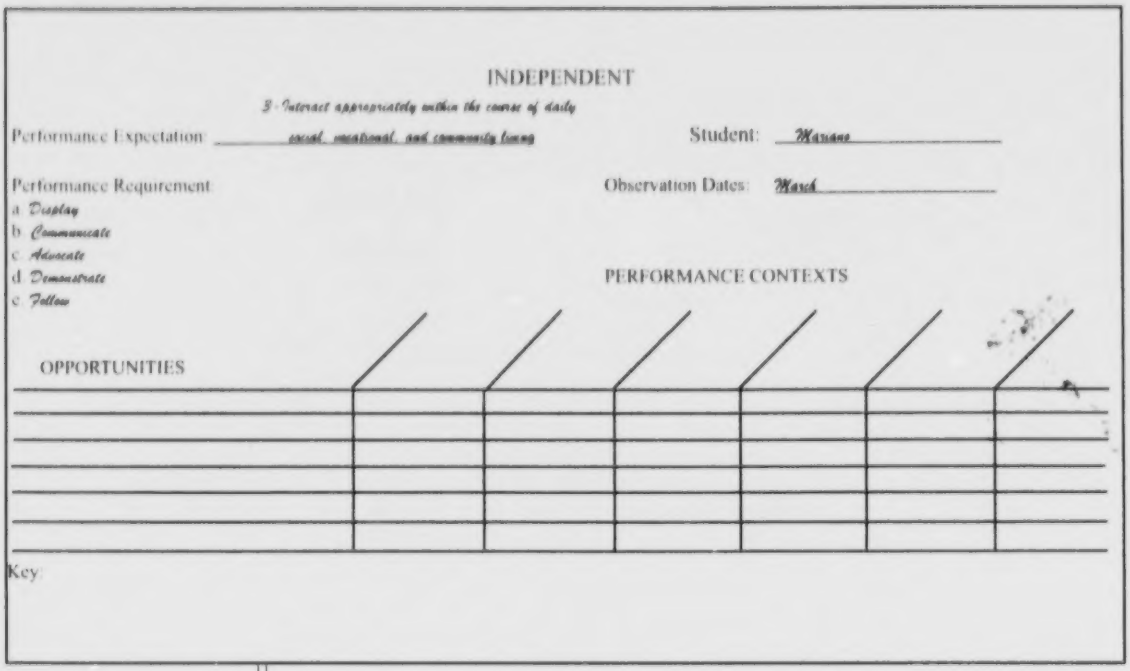
Documentation Form Requirements

Regardless of how teachers choose to keep track of student performance, there are four documentation requirements for the forms they use. The four requirements are: (1) notation of the Performance Expectation and the Performance Requirements being observed and recorded; (2) notation of the significant characteristics of the Performance Context(s) being observed in the form of a list, description, or label; (3) notation of the opportunities used to make observations; and (4) a key (legend) to clearly define symbols used in the recording of student performance. Each requirement is further explained below.

Teachers need to develop methods of keeping track of student performance that work for them.

1. **Notation of the Performance Expectation and the Performance Requirements to be observed and recorded.** All observations must be organized around one or more of the Performance Expectations and Performance Requirements described in the manual. The documentation form should provide space to write the Performance Expectation and the Performance Requirements to be rated. There are several advantages to noting the Performance Expectations and Performance Requirements on the documentation form. These advantages include improved communication with others, greater probability of alignment between the performance expectation and assessment, and enhanced recollection of the observation when summarizing the assessment (ratings).

Example:



INDEPENDENT

3 - Interact appropriately within the course of daily

Performance Expectation: social, vocational, and community living

Student: Mariano

Performance Requirement:
a. Display
b. Communicate
c. Advocate
d. Demonstrate
e. Follow

Observation Dates: March

PERFORMANCE CONTEXTS

OPPORTUNITIES

Key:

2. **Notation of the significant characteristics of the Performance Contexts to be observed**. The Performance Contexts are the settings and situations in which students perform. Teachers need to note somewhere on their form the significant characteristics of the context in which the observation is being made. Each Performance Expectation has been given a set of primary Performance Contexts (identified as one of the components of a Performance Expectation in Chapter 3 of each manual), but teachers may identify additional (specific) contexts appropriate for their observations such as *interacting with siblings*. For instance, this may be an appropriate context for a student who has undergone a change in family structure (or suddenly a blended family where there are five siblings instead of two). The Performance Contexts for Expectation 3 are listed on the form below.

Example:

INDEPENDENT

3 - Interact appropriately within the course of daily

Performance Expectation: social, vocational, and community living Student: Maryann

Performance Requirement: Observation Dates: March

a. Display
b. Communicate
c. Advocate
d. Demonstrate
e. Follow
f.

PERFORMANCE CONTEXTS

OPPORTUNITIES	Formal situations	Informal unstructured situations	Unfamiliar persons	Stressful conditions	Siblings	

Key:

Planning for Individualized Education

3. **Notation of the opportunities used to make observations**. Opportunities refer to the activities in which an individual participates as a part of a normal daily routine, as opposed to simulated activities which are design for instruction. They may also be the culmination of an instructional activity. The opportunities being rated should be indicated on the observation form. For example, for Independent Performance Expectation 3 *Interact appropriately within the course of daily social, vocational, and community living*, a teacher might use the opportunities during the regularly class schedule such as *library time* and *break time at work* for observing the Performance Requirements in the context *of interacting in informal or unstructured situations*.

Example:

INDEPENDENT

3- Interact appropriately within the course of daily

Performance Expectation: social, vocational, and community living Student: Mariaan

Performance Requirement:
a. Display
b. Communicate
c. Advocate
d. Demonstrate
e. Follow

Observation Dates: March

PERFORMANCE CONTEXTS

OPPORTUNITIES	Formal situations	Informal unstructured situations	Unfamiliar persons	Stressful conditions	Siblings	
Break time at work						
Attending a play						
Library time						
St. Patrick's Day						
Shopping Trips						
Fund Raising						
Evening at home						

Key:

4. **A key to clearly define symbols used to record student performance**. All marks on a tracking form should be keyed so that anybody who reads the form can interpret it. It is important to remember that all observations should be recorded whether the results are negative or positive. Be careful not to leave "blanks" unless no observation was made. Otherwise, blank spaces can be misleading. Any other notes that would help explain or specify observations should be recorded.

For Independent and Supported the KEY is partially prescribed based on a general rubric of the acceptability of performance for each Performance Requirement. This rubric provides a four point scale. The points on the scale each describe the level of acceptability (adequacy or quality) of the performance. The rubric that will be applied to performance for each Performance Requirement the teacher has an opportunity to observe is as follows:

0. Makes no attempt to demonstrate the Performance Requirement, even though the student is given the opportunity to do so.
1. Does not meet the standard of acceptable performance, but attempts to demonstrate the Requirement where the performance is less than acceptable.
2. Does not meet the standard of acceptable performance, but skills are emerging.
3. Meets the standard of acceptable performance, that is, completes the Performance Requirement.
4. Performs above and beyond acceptable performance, that is, performs beyond what is expected of the student.

NA Not applicable
NO No opportunity to observe the student

However, for Participatory, individualized keys should be developed for each student.

Example:

INDEPENDENT

3 - Interact appropriately within the course of daily

Performance Expectation: social, vocational, and community living

Student: Mariano

Performance Requirement:
a. Display
b. Communicate
c. Advocate
d. Demonstrate
e. Follow

Observation Dates: March

PERFORMANCE CONTEXTS

OPPORTUNITIES	Formal situations	Informal unstructured situations	Unfamiliar persons	Stressful conditions	Siblings	
Break time at work		3/5 a3 b3 c4 3/12 a3 b3 d4 e4				
Attending a play	3/4 a2b3 c2 d3		3/4 c2 d3 e3	3/4 a2 b3 c1 d3 e3		
Library time		3/11 a3 b3 c3 3/18 a3 b3 c3				
St. Patrick's Day			3/15 a3 b3 c3			
Shopping Trips		3/11 a3 b2 d3 e3 3/25 a2 b2 d3 e3				
Fund Raising	3/20 a3 b2 c3 d3 e3		3/20 a3 b2 c2 d3 e3			
Evening at home					3/8 a2 b2 d1 3/15 a3 b3 d2 3/22 a2 b2 d2	

Key: Given the opportunity, the student's performance was:
1. -Not attempted
2. -Not acceptable
3. -Acceptable
4. -Beyond acceptable

In summary, each documentation form should have the following:

- Space available to identify the student.
- Space available to identify the Performance Expectations and Performance Requirements.
- Space available to describe the Performance Context(s).
- Space available to indicate the observational opportunities.
- A key that clearly labels and defines all symbols.

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Sample Student Tracking Forms

When developing methods and forms for documentation, teachers need to think about the purpose(s) of their assessment and the level of detail that is needed to meet that purpose(s). Also, teachers need to think about the logistics and paperwork involved. They need to determine if they can compile information about all students on one page or whether ratings of each student will appear on separate pages. Blank tracking forms for use or adaptation are contained in the Independent, Supported, and Participatory manuals; a completed example of six separate tracking forms appears on the following pages.

The following pages contain samples of student tracking forms. These forms can be used by teachers to record students' levels of achievement of the performance requirements using assessment activities related to the expectations. Some forms can be used to illustrate how to display all of the expectations on which one student has been assessed. All forms are ready to be copied and used by the teacher; however, it must be stressed that these are only *samples* of the many possible ways to keep track of student achievement information. A page of directions precedes each blank form. In order to orient teachers to the forms, the following list indicates various situations for which the forms have been designed:

- to record for one student the level of achievement in one assessment activity addressing multiple expectations
- to record for one student the level of achievement across multiple assessment activities addressing multiple expectations
- to record for multiple students the level of achievement in one assessment activity addressing one expectation
- to record for multiple students the level of achievement across multiple assessment activities addressing one expectation
- to record for one student the coverage of multiple assessment activities across all eight expectations.

Tracking Form #1

Purpose: To record one student's level of achievement of the performance requirements using one assessment activity addressing multiple expectations.

Potential Uses: To obtain a quick visual representation of a student's level of achievement of the performance requirements across multiple expectations; to view ratings across the performance requirements of a given expectation; or to preserve a record of student achievement in student files or portfolios.

Directions:

1. In the spaces provided at the top of the form, record the student's name, the date that the assessment activity began, and a brief statement describing the assessment activity. The description should communicate enough information to the reader to understand the general intent of the assessment activity.
2. Refer to the scoring rubrics developed to accompany the assessment activity.
3. Looking down the list of expectations on the left side, find the expectation and performance requirements that were assessed.
4. Circle the appropriate rating (number) or place an NA or NO in the final column based on the student's level of achievement of each performance requirement.
5. Continue through the list of expectations until all ratings have been recorded.

Supported Expectations
Tracking Form #1
Level C (Ages 14-17)

Student Name *Jenny J.* Date *1-8*

Activity Description *Planning lunch, grocery shopping, and lunch preparation.*

Did the student... Rubric Scale

EXPECTATION 1						
initiate the personal care, health, or fitness activity?	0	1	2	3	4	
carry out the steps of the personal care, health, or safety activity?	0	1	2	3	4	
conduct himself or herself in a way that was safe and appropriate to the activity?	0	1	2	3	4	
EXPECTATION 2 *(lunch preparation)*						
initiate the domestic activity?	0	1	(2)	3	4	
carry out the steps of the domestic activity?	0	1	(2)	3	4	
conduct himself or herself in a way that was safe and appropriate to the activity?	0	(1)	2	3	4	
EXPECTATION 3						
initiate the personal work assignment?	0	1	2	3	4	
carry out the steps of the personal work assignment?	0	1	2	3	4	
conduct himself or herself in a way that was safe and appropriate to the personal work assignment and the location?	0	1	2	3	4	
EXPECTATION 4 *(grocery shopping)*						
initiate the activity requiring a transaction in the community?	0	1	2	(3)	4	
carry out the steps of the activity requiring a transaction?	0	1	2	3	(4)	
conduct himself or herself in a way that was safe and appropriate for the activity and community location?	0	1	(2)	3	4	
communicate effectively?	0	(1)	2	3	4	

Did the student...						
EXPECTATION 5 *(planning lunch)*						
conduct himself or herself in a way that was appropriate to the group situation?	0	1	2	(3)	4	
communicate effectively?	0	1	2	(3)	4	
advocate for himself or herself within the group situation?	0	(1)	2	3	4	
EXPECTATION 6						
initiate an appropriate response to the unexpected event or the potentially harmful situation?	0	1	2	3	4	
persist with or modify his or her response until the situation was resolved?	0	1	2	3	4	
EXPECTATION 7 *(waiting in line)*						
initiate an appropriate activity to manage unstructured time?	0	1	2	(3)	4	
persist at the initial activity in an appropriate manner or initiate another appropriate activity as needed to keep himself or herself occupied?	0	(1)	2	3	4	
EXPECTATION 8						
identify his or her goals?	0	1	2	3	4	
follow the procedures (identified with input from an adult) to attain his or her goals?	0	1	2	3	4	
adjust to circumstances that were beyond his or her control?	0	1	2	3	4	

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Tracking Form #2

Purpose: To record one student's level of achievement of the performance requirements using multiple assessment activities addressing multiple expectations.

Potential Uses: To obtain a quick visual representation of a student's level of achievement of the performance requirements on a specific expectation in multiple assessment contexts (activities); to view ratings within an assessment activity; to view student progress on specific expectations over time; or to preserve a record of student achievement in student files or portfolios.

Directions:

1. In the spaces provided at the top of the form, record the student's name, the term in which the assessment activities were conducted, and a brief title describing each assessment activity.
2. Place the date the assessment activity began at the top of the column corresponding to the activity number.
3. Refer to the scoring rubrics developed for the assessment activity being recorded.
4. Looking down the list of expectations on the left side, find the expectation and performance requirements that were assessed.
5. Record the appropriate rating (0, 1, 2, 3, 4, NA, NO) based on the student's level of achievement of each performance requirement in the column corresponding to the activity number.
6. Continue through the list of expectations until all ratings have been recorded.
7. Repeat steps 2-5 for each assessment activity.

Supported Expectations
Tracking Form #2
Level C (Ages 14-17)

Student Name: Jenny J. Term: 11/28 - 1/18

Activity 1: random shopping observation - groceries es Date: 11/28
Activity 2: random shopping observation - clothing g Date: 12/4
Activity 3: clothes shopping with parents - parent rating s rating Date: 12/2
Activity 4: grocery shopping for lunch Date: 1/8
Activity 5: Date:
Activity 6: Date:

Did the student...	Activity 1	2	3	4	5	6
EXPECTATION 1						
initiate the personal care, health, or fitness activity?						
carry out the steps of the personal care, health, or safety activity?						
conduct himself or herself in a way that was safe and appropriate to the activity?						
EXPECTATION 2						
initiate the domestic activity?						
carry out the steps of the domestic activity?						
conduct himself or herself in a way that was safe and appropriate to the activity?						
EXPECTATION 3						
initiate the personal work assignment?						
carry out the steps of the personal work assignment?						
conduct himself or herself in a way that was safe and appropriate to the personal work assignment and the location?						
EXPECTATION 4						
initiate the activity requiring a transaction in the community?	3	4	4	3		
carry out the steps of the activity requiring a transaction?	3	4	3	4		
conduct himself or herself in a way that was safe and appropriate for the activity and community location?	1	3	2	2		
communicate effectively?	2	3	1	1		

Did the student...	1	2	3	4	5	6
EXPECTATION 5						
conduct himself or herself in a way that was appropriate to the group situation?				3		
communicate effectively?				3		
advocate for himself or herself within the group situation?				1		
EXPECTATION 6						
initiate an appropriate response to the unexpected event or the potentially harmful situation?		2	2			
persist with or modify his or her response until the situation was resolved?		1	2			
EXPECTATION 7						
initiate an appropriate activity to manage unstructured time?	3	3	2	3		
persist at the initial activity in an appropriate manner or initiate another appropriate activity as needed to keep himself or herself occupied?	1	2	2	1		
EXPECTATION 8						
identify his or her goals?						
follow the procedures (identified with input from an adult) to attain his or her goals?						
adjust to circumstances that were beyond his or her control?						

Tracking Form #3

Purpose: To record the level of achievement of the performance requirements for multiple students using one assessment activity addressing a particular expectation.

Potential Uses: To obtain a quick visual representation of the level of achievement of the performance requirements of a particular expectation across a group (class) of students in the context of one activity; to view ratings for individual students across the performance requirements of a particular expectation; or to preserve a record of student achievement on a particular assessment activity for future reference.

Directions:

1. In the spaces provided at the top of the form, record the expectation number (or a one to two word description of the expectation), the assessment level used, the date that the activity began, and a brief statement describing the assessment activity. The description should communicate enough information for the reader to understand the general intent of the assessment activity.
2. Record each student's name in the spaces provided in the left column.
3. Refer to the scoring rubrics developed for the assessment activity.
4. Record the appropriate rating (0, 1, 2, 3, 4, NA, NO) based on each student's level of achievement in the column corresponding to the letter of the performance requirement.
5. Repeat step 4 for each student.

Tracking Form #3

Expectation: 4 Level: C Date: 1-8

Activity Description: Grocery shopping for lunch.

Students	Performance Requirements a	b	c	d	e
Jenny J.	3	4	2	1	
Thomas T.	3	1	2	3	
Pao X.	NA	2	2	3	
Mary L.	NA	3	2	2	

Tracking Form #4

Purpose: To record the level of achievement of the performance requirements for multiple students using multiple assessment activities addressing a particular expectation.

Potential Uses: To obtain a quick visual representation of the level of achievement of the performance requirements of a particular expectation across a group (class) of students in the context of several assessment activities; to view ratings for individual students across the performance requirements of a particular expectation; or to preserve a record of student achievement on a series of assessment activities for a particular expectation.

Directions:

1. In the spaces provided at the top of the form, record the expectation number (or a one to two word description of the expectation), the assessment level used, the period of time during which the assessment activities were completed, and a brief statement describing each assessment activity. The description should communicate enough information for the reader to understand the general intent of the assessment activity.
2. Record each student's name in the spaces provided in the left column.
3. Refer to the scoring rubrics developed for the assessment activity.
4. Record the appropriate rating (0, 1, 2, 3, 4, NA, NO) based on each student's level of achievement in the column corresponding to the letter of the performance requirement. Use the cell number that corresponds to the number of the assessment activity description at the top of the page.
5. Repeat step 4 for each student.

Tracking Form #4

Expectation: 4 Level: C Assessment Period: 11/28 - 1/18

Activities:

1. random shopping observation
2. random shopping observation
3. clothes shopping - parent rating
4. grocery shopping for lunch

Performance Requirements and Activities

Students	a		b		c		d		e	
Jenny J.	3	4	3	4	1	3	2	3		
	4	3	3	4	2	2	1	1		
Thomas T.	2	3	2	2	3	3	2	3		
	2	3	1	1	2	2	3	3		
Pao X.	2	2	2	3	2	3	2	2		
	NO	NA	NO	2	NO	2	NO	3		
Mary L.	2	2	3	3	2	2	2	2		
	3	NA	3	3	2	2	2	2		

Tracking Form #5

Purpose: To record for one student the coverage of all eight expectations by assessment activities.

Potential Uses: To obtain a quick visual representation of the comprehensiveness with which the assessment activities cover the eight expectations for one student.

Directions:

1. In the spaces provided at the top of the form, record the student's name.
2. Record the title of the assessment activities in the left column. Place the date on which that activity began in the next column to the right.
3. Place a check mark in the remaining columns indicating which expectation were assessed with the activity.
4. Repeat steps 2 and 3 for each assessment activity.

Tracking Form #5
Quick Look

Student:_____

Assessment or Activity	Date	Expectations 1	2	3	4	5	6	7	8
visit to zoo	10/18				✓			✓	
random observations (14)	11/12				✓		✓	✓	
cooking	11/8	✓				✓			
full service restaurant	11/12				✓	✓	✓	✓	
movie	11/12				✓			✓	
museum	12/13				✓		✓	✓	
clothes shopping	1/2				✓			✓	
grocery shopping	1/8				✓			✓	
lunch	1/8	✓				✓	✓		

Tracking Form #6

Purpose: To record one student's level of achievement of the performance requirements using multiple assessment activities addressing one expectation.

Potential Uses: To obtain a quick visual representation of a student's level of achievement of the performance requirements for one expectation; to vies student progress on a specific expectation over time; or to preserve a record of student achievement in student files or portfolios.

Directions:

1. In the spaces provided at the top of the form, record the student's name, the performance expectation, the performance requirements for that expectation, and the time period over which the observations occurred.
2. List the performance contexts, settings, situations, or concepts in which the student will be assessed.
3. List the opportunities or assessment activities in which the student will be assessed.
4. Record the appropriate rating (0, 1, 2, 3, 4, NA, NO) based on the student's level of achievement for each performance requirement in the appropriate column. Include the date of the assessment.
5. Repeat step 4 for each opportunity.

Tracking Form #6
INDEPENDENT LEVEL

Performance Expectation: *Complete tasks relying on the interpretation and use of oral, print, or numeric info.* Student: *Jesse Jones*

Performance Requirements: Observation Dates: *1st nine weeks*

a. *identify information that will be needed to complete tasks*
b. *accurately record and store information as needed*
c. *correctly decode information and complete mathematical processes*
d. *interpret and use the resulting information effectively*
e.

PERFORMANCE CONTEXTS

OPPORTUNITIES	understanding or learning something new	creating or designing something new	analyzing numeric data			
Use a bus schedule	12/1 a3 c2 b2 d3		12/15 a3 c3 b3 d3			
Develop a budget for a meal	9/1 a2 c2 b2 d1	9/12 a2 c2 b2 d1				
Use weather information to decide what to wear	10/15 a3 c2 b3 d3		11/29 a3 c2 b3 d2 12/10 a3 c2 b3 d3			
Find fat and calorie content of a meal			10/1 a3 c3 b2 d4			
Follow written directions to prepare recipe	1/12 a3 c1 b2 d2	10/30 a3 c3 b3 d3	10/9 a3 c2 b2 d2 10/30 a3 c2 b2 d3			

41

45

46

KEY: Given the opportunity, the student's performance was

0. - Not attempted 2. - Emerging 4. Above and beyond acceptable
1. - Not acceptable 3. - Acceptable N/A

Step Five: Develop a Format for Reporting Student Performance Rating Scale

Teachers often need to reduce collections of student work to a single score or performance description.

Teachers often need to reduce collections of student work to a single score or performance description. It is not practical for others to review all sources of evidence that have been collected on student performance. Therefore, accurate, yet descriptive, summaries of student performance must be developed.

The Student Performance Rating Scales are to be completed by education professionals (e.g., teacher, teacher consultant, school psychologist, etc.) who are familiar with the Performance Expectations and who work directly with the students who are being assessed. Persons who complete a rating scale should know the student for at least three months prior to completing ratings.

The rating scales are designed to provide a summary of ongoing student performance assessment. While a rating scale can be completed at any time, ongoing documentation of student performance will improve the reliability and validity of ratings and give raters needed support for their ratings.

Reports of student performance on the expectations should provide as much detail as possible on the specific contexts that were evaluated each reporting period. For example, if a teacher's evaluation of student performance on Supported Expectation 5 (*Participate effectively in group situations*) was based only on participation in groups of familiar peers with moderate disabilities, the teacher should make this clear in the summary report. Additionally, families or others reading reports of student performance on the same expectations but from different teachers should not assume these reports can be compared if the reports are based on different types of information. In the same sense, families and guardians should have enough information to accurately interpret student performance from term to term.

Teachers also need to determine exactly how they will report student performance. Student performance information can be reported in many ways. For example, teachers can report on the consistency with which the student demonstrated acceptable performance, the effectiveness of the student's typical performance, the student's average performance, the best performance the student has exhibited, or something else. Additionally, student performance can be articulated through grades, numbers, categories ("proficient," "not proficient"), or narratives. No single

method is clearly superior to another, and the choice among methods depends upon the information being summarized and how the information will be used. Teachers should keep in mind the definition of acceptable performance for each age/grade range (found in Chapter 3 of the other three manuals) as they determine their criteria for student performance.

Example:

Mrs. Finedown reviewed the definition of acceptable performance, ages 14-17. Based on that definition and the rubric she developed in Step Three, she identified the following criteria for her report card:

Noncompliance	-	*The student received all or mostly 0s on individual assessment activities.*
Emerging Performance	-	*The student received mostly 1s on individual assessment activities.*
Developing Performance	-	*The student received mostly 2s on individual assessment activities.*
Proficient Performance	-	*The student received mostly 3s on individual assessment activities.*
Highly Proficient Performance	-	*The student received mostly 4s on individual assessment activities.*

The format Mrs. Finedown used to report student performance on the instructional assessment activities she developed is presented on the following page.

Since the available observations and experiences of each student will vary, summarizing performance in a consistent and equitable way is critical. The following six steps and supporting criteria for making acceptable ratings will enhance the quality (reliability and validity) of the overall assessment process.

Steps to Complete a Rating Scale

1. Select an appropriate Student Performance Rating Scale to complete. A selected Rating Scale should match the student's *chronological grade or age*. A Rating Scale should not be selected based upon the age or grade which the student is functioning or is expected to be functioning.

2. Complete the identifying information on the front of the Student Performance Rating Scale. All of the information must be complete and checked for accuracy.

3. Prepare to rate student performance. Read and reread the description of the Performance Expectation to be rated (including the Clarification, Performance Requirements, Performance Contexts, etc. in Chapter 2 of each manual.) Next, analyze student performance by reviewing available documentation form(s). There are two important issues to keep in mind related to the "age-appropriateness" of assessment activities. These issues are: (a) the regularity with which a student of a particular age should engage in an activity and (b) how suitable an activity is for the student's age.

   When using data from documentation forms based on the general rubric presented above, it may be helpful to go through each form and highlight all of the 3s and 4s (noting acceptable performance) in a bright color. This will help the teacher to discern a pattern of consistency for meeting the standard of "acceptable performance" as opposed to unacceptable performance.

4. Rate student performance. Using your BEST judgment and all available data, decide how consistently the student performs at the acceptable level of performance. Mark the box that best describes the student's performance in response to the question.

5. Indicate your level of confidence in the rating. Check "Very" in the "Confident" column ONLY if you feel at least 75% sure that your holistic rating of the student's performance is accurate. If you do not feel this level of confidence, then check "Not Very." Also, if very few contexts were considered in making the rating (less than half). "Not Very" confident should be checked and a note should be written on the form to indicate the reason.

Example:

Consistency of Acceptable Performance			Confident	
Rarely or Never	**Some-times**	**Most Often**	**Very**	**Not Very**
❑	❑	❑	❑	❑

6. Indicate Performance Contexts considered and report additional information. Place a check next to the contexts listed for which you have actual information on student performance (see Chapter 3 for further descriptions of each context). These will include the contexts used on any documentation forms. List the various sources of information you used to complete this assessment (e.g., personal notes, documentation forms, actual student work, interviews with others, personal recall). Identify any specific strengths and needs the student has related to each Performance Expectation and add any additional relevant comments (e.g., ratings were based on very limited information, the student has been facing a crisis in his or her life, the student's performance seems to be improving).

In summary, each rating scale should

- match the student's chronological age
- contain accurate and complete identification information
- be based on at least two opportunities and two days for each Performance Requirement, documented on documentation forms
- document ratings that are based on an holistic view
- contain ratings that are accompanied by a confidence rating
- specify which (at least half) of the relevant Performance Contexts were used to make the rating
- be based on multiple sources of information

Criteria for Acceptable Ratings

If ratings are to be of high quality, or used for the purpose of aggregating data across classrooms and programs, then all teachers doing the ratings must complete them in the same way. Meeting the following three criteria will improve reports comparing performance data across students.

1. A good rule for the number of needed observations is the following: recordings should be made until the teacher believes the next observation would not change his/her confidence in the student's performance. However, the minimum number of performance observations should cover two different opportunities, each on a different day, for each Performance Requirement. So, at least two different types of opportunities must be observed, and the observations must cover at least two days.

2. Ratings must be based on observations of student performance in at lest half of the Performance Contexts listed in the assessment protocol for the Performance Expectation. This means that documentation should exist for half of the contexts. For example, in Independent Performance Expectation 3 *Interact appropriately within the course of daily social, vocational, and community living* for grades 9-12, four Performance Contexts are identified: (a) *formal situations*, (b) *informal or unstructured situations*, (c) *interacting with unfamiliar persons*, and (d) *stressful conditions*. Performance should be rated only after documentation exist for two or more of the noted contexts.

3. Ratings are based on *multiple sources of information* regarding current performance. Staff should use as much information as possible to guide their rating decision(s). The validity of student ratings can be improved as the teacher's information base is expanded. More information will generally lead to more accurate ratings. Remember that it is misleading to average observation data. This rating scale is not intended to reflect average scores of student performance. The rating should reflect how consistently a student would perform the particular Performance Requirement across known contexts today.

A holistic rating should be made which emphasizes the unique quality of the whole rather than the sum of the observations. That is, rather than simply summing up or averaging the number of acceptable performances for each Performance Requirement, raters should base their ratings on the combination of several sources of information. Sources of information should include the documentation forms as well as other appropriate sources, including products of student work, reports from parents and other staff, and student interviews and self-evaluations. All of these sources together provide for a holistic or complete view of student performance. Since this is a holistic rating, it should also reflect a current level of consistency, not a prediction and not an average of all previous performance. For example, the student may have been inconsistent earlier in the year, but later in the year, very consistent-the rating should be based on the most recent level of consistency, not an average of the entire year.

Consistency of Performance Scale

The following may serve as a guide to help make rating decisions. The rating is ultimately a HOLISTIC one, as described above. However, this continuum can be used to help define where on the five point scale a student may perform - based on all available data and relevant considerations.

Rarely/Never (20% or less) | Sometimes (about 50%) | Most Often (80% or better)

PASSD: Supported

Supported
Rating Scale
Level C (Ages 14-17)

Student Name _____ ID# _____

Date _____ Age _____ Grade _____ Gender _____

Expectation 1 Complete personal care, health, and fitness activities.

Expectation 2 Complete domestic activities in personal living environments.

Expectation 3 Manage personal work assignments.

Expectation 4 Complete activities requiring transactions in the community.

Expectation 5 Participate effectively in group situations.

Expectation 6 Respond effectively to unexpected events and potentially harmful situations.

Expectation 7 Manage unstructured time.

Expectation 8 Proceed appropriately toward the fulfillment of personal desires.

Acceptable Performance

The majority of 14-17 year old students with moderate disabilities can often be expected to perform the behaviors listed for each expectation with assistive or adaptive aids, supervision, or prompting.

Assistive or Adaptive Aids: Materials to help the student perform the target behavior without the intervention of another individual at the time the student is participating in the activity. These aids (a written list of instructions, cue cards, calendars, or written schedules) may have been developed for the student by another individual.

Supervision: Being watched by another person or having another person in the immediate vicinity as the student performs the target behavior.

Prompting: Verbal or physical cues from another person in order to encourage the student to continue effort, get back on track, etc. (saying, "good," "keep going," "you didn't put the eggs in yet," or "don't forget to put the toothpaste away"; touching the student's arm to get him or her to stop talking; physically taking the student over to the ticket line or putting the student's hand on the eggs). Once the student is given the cue he or she continues to the next step; he or she does not require step-by-step instructions.

PASSD: Supported

Expectation 4	Consistency of Performance: Rarely or Never	Sometimes	Most Often	Confident: Very	Not Very
a. Initiate activities requiring transactions in the community?	☐	☒	☐	☒	☐
b. Carry out the steps of activities requiring transactions?	☐	☐	☒	☒	☐
c. Conduct himself or herself in ways that are safe and appropriate for particular activities and community locations?	☐	☐	☐	☒	☐
d. Communicate effectively?	☐	☐	☒	☒	☐

Sources of Information:

Strengths, Needs, Comments, and Contexts Considered:
- ☒ shopping
- ☒ common service transactions
- ☒ eating out
- ☒ leisure or recreation
- ☒ public transportation

Expectation 5	Consistency of Performance: Rarely or Never	Sometimes	Most Often	Confident: Very	Not Very
a. Conduct himself or herself in ways that are appropriate to particular group situations?	☐	☐	☐	☒	☐
b. Communicate effectively?	☐	☐	☒	☒	☐
c. Advocate for himself or herself within group situations?	☐	☐	☒	☒	☐

Sources of Information:

Strengths, Needs, Comments, and Contexts Considered:
- ☐ unstructured group activities
- ☐ unstructured interactions
- ☒ structured group activities (individual)
- ☒ structured group activities (team)

Expectation 6	Consistency of Performance: Rarely or Never	Sometimes	Most Often	Confident: Very	Not Very
a. Initiate appropriate responses to unexpected events or potentially harmful situations?	☐	☐	☒	☒	☐
b. Persist with or modify his or her response until the situations are resolved?	☐	☒	☐	☒	☐

Sources of Information:

Strengths, Needs, Comments, and Contexts Considered:
- ☒ disruptions to routines
- ☒ emergency situations
- ☒ potentially harmful situations

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Step Six: Organize Assessment Plan

Once all components of the instructional assessment are developed, teachers can construct a plan for exactly how and when each assessment activity will be implemented and how the final information will be reported.

Once all components of the instructional assessment are developed, teachers can construct a plan for exactly how and when each assessment activity will be implemented and how the final information will be reported. When developing their plans, teachers should keep in mind that student performance information should be as current as possible. Therefore, assessment activities that will be reported to parents should take place as late in the term as possible. Additionally, teachers need to decide how to weight each assessment activity and exactly how the information will be combined to provide the most accurate picture of student performance possible.

The completed assessment plan should include the following information for each expectation on which student performance is being evaluated:

- a description of each assessment activity
- when the activity will be completed
- who is responsible for evaluating student performance.

It also should indicate how information is to be combined in the final report.

Once assessment plans are developed, they can be shared with students and others. Teachers can use them to identify the instructional content they must teach and the processes they must develop to promote student achievement. Keep in mind that the assessments in the plans are final (culminating) assessments. Teachers should plan ongoing, less formal activities to keep track of student progress toward achievement of the instructional goals.

Example:

Mrs. Finedown developed an assessment plan for the first semester of the year. Part of this plan is presented on the next page.

Assessment Plan

Term: Fall

Expectations: 1, 4, 5, 6, and 7

Assessment Description

Expectation	*Activity*	*Evaluation*	*Date*
4	*visit to zoo*	*Finedown and aides*	*Oct. 18*
4	*2 random observations each of shopping, bank, post office, fast food, school cafeteria, bus, and swimming or bowling*	*Finedown and aides*	*Nov. & Dec.*
4	*2 visits to full-service restaurant*	*Finedown and aides*	*Nov. 1 & Dec. 5*
4	*2 visits to movies with family and guardians*	*family and guardians*	*evals. due Nov. 10 & Dec. 1*
4	*visit to museum*	*Finedown and aides*	*Dec. 13*
4	*clothes shopping with family and guardians*	*family and guardians*	*evals. due Jan. 2*
4	*grocery shopping for lunch*	*Finedown and aides*	*Jan. 8*

Final Scale:

Noncompliance - ***The student received all or mostly 0s on individual assessment activities.***
Developing Performance - ***The student received mostly 1s on individual assessment activities.***
Novice Performance - ***The student received mostly 2s on individual assessment activities.***
Proficient Performance - ***The student received mostly 3s on individual assessment activities.***
Highly Proficient Performance - ***The student received mostly 4s on individual assessment activities.***

Final Comments

Teachers should keep in mind that they may not progress in a linear fashion through all steps of the assessment process.

The examples in this section were focused on the development of classroom assessments. However, the process can be used by the educational system to develop any form of culminating assessments of student performance (graduate certification tests, transitional assessments).

Teachers should keep in mind that they may not progress in a linear fashion through all steps of the assessment process. For example, when identifying scoring criteria in Step Three, they may find themselves modifying the activity description they wrote in Step Two, or after developing the reporting form in Step Five, they may have to adapt the contents of the tracking sheets they developed in Step Four.

At first, many teachers may find the assessment development process described in this section difficult and time-consuming. Nevertheless, the process is based upon sound measurement principles that should be followed whether teachers are focusing on the expectations or on some other standards for student performance. Taking shortcuts in the assessment process will only compromise the quality of student performance information. Additionally, the process will become easier as teachers become more familiar with the expectations and as they develop banks of assessment activities, tracking sheets, and reporting forms that can be used from year to year.

Chapter 3
Uses of Assessment Data

Introduction

The SSS/SD and these Performance Expectations define the long range educational goals for students with disabilities and thus provide a context for educational decision making. They provide a common frame of reference for planning, implementing, and evaluating Educational Programs. Acceptance of the Performance Expectations encourages teachers, parents, and other members of the Individualized Educational Planning (IEP) team to be consistent and address the broad range of educational needs for these students over time. Teachers who routinely assess the progress of their students toward the Performance Expectations and who report that progress to parents demonstrate important qualities of a standards-driven system. Teachers that organize discussions of student performance around the Performance Expectations when developing IEPs also demonstrate meaningful standards-driven behavior.

The following sections describe three methods for aligning instruction and assessment practices with the Performance Expectations. Each method addresses a different need for collecting student performance information.

The section titled **"Assessment for Present Level of Performance"** is intended to assist teachers in drawing a comprehensive picture of student performance across the expectations and in organizing that information for input to the instructionally relevant components of a student's Individual Educational Plan (IEP). This section describes an informal process in which teachers draw upon relevant information of student performance across the range of contexts related to each standard. It also describes how to use the resulting performance information to write present level of performance statements and to develop annual goals.

The section titled **"Assessment for Instructional Planning and Reporting"** is intended to assist teachers in evaluating student achievement of instructional goals related to performance expectations. Teachers electing to establish classroom practices aligned with the Performance Expectations are given guidelines for planning and designing performance-based assessment activities.

The section titled **"Assessment for Program Evaluation"** is intended to assist the schools in reviewing performance on one or more expectations for groups of students. Schools desiring to study the expectations-related performance of a particular group of students in a classroom, building, or district should review the issues discussed in this section. Information is included on planning for the evaluation and reporting of evaluation results.

Assessment for Present Level of Performance

Writing Present Level of Educational Performance Statements

The link between the Performance Expectations and IEP team decisions are the Present Level of Educational Performance (PLEP) statements. These narrative statements describe a student's abilities, the settings or other contexts in which the student demonstrates these abilities, the sources of information used to determine the student's abilities, and the student's educational needs. PLEP statements are updated periodically; usually in conjunction with the annual review of the IEP, and they establish a basis for discussion about the student's educational plan. Annual goals are written for those educational needs that are identified as priorities in the PLEP statements.

Present level statements should be expressed in objective and observable terms. They should reflect the results of current student performance data as well as input from other sources (e.g., diagnostic test results, parent input, student interviews). When information from the Student Performance Rating Scales is used to guide the writing of PLEP statements, a comprehensive picture of the student's abilities and educational needs emerges. Additionally, since the Rating Scales maintain a one-to-one correspondence with the Performance Expectations, a strong link between the performance Expectations and the IEP also is maintained.

The PLEP statement is written within the context of an instructional area. Instructional areas are endorsed by the educational program and clearly reflect the Performance Expectations for students with disabilities. The PLEP statement identifies the sources of information that result in the statement and includes both what the student is able to do (strengths) and what the student needs to do (weaknesses) within an instructional area. It is expected that a PLEP statement would be written for each instructional area endorsed by the educational program.

A Level D (Grades 9-12) Student Performance Rating Scale was completed for Mariano prior to his annual IEP meeting. The results of Independent Performance Expectation 6 (*Access and use community resources and services as needed to meet daily living needs and fulfill desires*) are shown below.

	Consistency of Acceptable Performance			Confident	
PE 6 - Access and use community resources and services as needed to meet daily living needs and fulfill desires.	Rarely or Never	Sometimes	Most Often	Very	Not Very
a. Select community resources and services that meet particular needs?	❑	☒	❑	☒	❑
b. Organize and prepare him/herself for the use of community resources and services ?	❑	☒	❑	☒	❑
c. Carry out the steps of activities in which he/she uses community resources or services ?	❑	☒	❑	☒	❑
d. Conduct him/herself in ways that are safe and appropriate for particular activities and community locations ?	❑	❑	☒	☒	❑

Sources of Information:

parents
teacher notes
structured observations

Contexts:

- X medical or mental health services
- X legal or disability services
- X civic transactions
- X personal purchases
- X common service transactions
- X leisure or recreation

Strengths, Needs, and Comments

Except for his conduct, which is very consistent, his strengths are directly related to how routine the activity is or how familiar he is with the need to be met and the resources and services available. He needs to be able to access and use both familiar and unfamiliar resources and services for a wider variety of needs and desires.

As can be seen from the results, based on input from a variety of sources (parents, structured observations, teacher notes), Mariano appears to be selecting resources and services, organizing and preparing himself to use them, and carrying out the necessary steps involved sometimes. Mariano consistently conducts himself safely and appropriately. Mariano's teacher checked that his ratings are based on Mariano's opportunities to perform in all six contexts relevant to this Performance Expectation, and he noted that he is very confident of his ratings. Given this information, the persons responsible for developing Mariano's IEP wrote the following present level statement in the instructional area identified as Community Integration:

Example: Present Level Statement

Based on input from his parents, teacher notes, and the results of four structured observations, Mariano usually selects community resources and services, organizes and prepares himself to use them, and carries out the necessary steps when the activity is routine (e.g., his monthly medical checkup on a chronic conditions, his weekly counseling appointment, cashing his paycheck, going roller-skating or bowling every week with friends.) At other times, he has difficulty. For example, he has difficulty when he needs to access and use a resource or service to meet a particular need, such as special dental work, that has never arisen before or a specific resource or service has never been used before or used very infrequently such as a repair service. He also has difficulty when the procedure involved are different such as using Voice Mail or when the environment is very inflexible such as when more than one person is being served at the same time. However, he conducts himself safely and appropriately regardless of the activity.

With regard to this Performance Expectation, Mariano needs to be able to select resources and services that are less routine or familiar to him, including those that will help him meet a wider variety of personal needs to fulfill a wider variety of desires. He also needs to increase the frequency with which he accesses certain types of resources and services so that recognizing the needs to use them and following through with accessing and using them becomes more automatic.

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Identifying Annual Goals

Annual goals emanate from the PLEP statement and must reflect the priority needs of the student within an instructional area(s). An annual goal specifies a priority knowledge, skill, behavior, or attitude the student will be able to attain within a school year.

Example: Annual Goal

1. Mariano will carry out the steps of activities in which he uses community resources and services that are new or unfamiliar to him.

Identifying Short-term Objectives

Short-term objectives are logically ordered, developmentally sequenced, or otherwise related sub-steps of the annual goal. They generally focus on how instruction of the annual goal will be approached. Each short-term (there must be at least two for each annual goal): (1) specifies a knowledge, skill behavior, or attitude the student will demonstrate; (2) specifies evaluation criteria-that is, how well (e.g., days, weeks, occasions) the student must perform the knowledge, skill behavior, or attitude; (3) specifies an evaluation method-that is, how the student's performance will be documented (e.g., checklist, log, chart); and (4) specifies an evaluation schedule-that is, when the student's performance will be reviewed (e.g., marking period, semester, month).

Example: Short-Term Objective

1.1 By the end of the first semester, Mariano will carry out the steps of at least one activity in which he uses a community resource or service that is new or unfamiliar to him once every two weeks for ten consecutive weeks as documented by a teacher developed checklist.

Assessment for Instructional Planning and Progress Reporting*

The results of instructional assessment can serve dual purposes. One purpose is to provide feedback to teachers for instructional planning. The other is to report progress to students and their families.

Instructional assessment results should always reflect student achievement of *clearly* defined instructional goals. Formal reports of results (report cards) should be based only on criteria that have been specified *in advance* of the actual assessment (Stiggins, 1994). This helps to ensure that such reports are not influenced by extraneous variables (such as effort, gender, or race) and are not used as punishments or rewards. Planning of instructional assessment can make it easier for teachers to plan instructional activities and help to ensure that these activities are closely linked to assessment and the desired goals for student performance.

The planning of instructional assessment can involve an individual teacher who addresses the expectations in the classroom, groups of teachers who work together across disciplines, or whole systems developing an exiting or transitional assessment. In all cases, the steps below should be followed:

Step 1: Identify instructional goals related to the expectation(s) being addressed.
Step 2: Develop assessment activities.
Step 3: Identify scoring criteria.
Step 4: Develop a method(s) to document and keep track of student performance.
Step 5: Develop a format for reporting student performance.
Step 6: Organize assessment plan.

Each of these steps was described in more detail in the preceding chapter.

*Portions of this section were adapted from other sources. These include: Herman, Aschbacher, and Winters, 1992; Jakwerth and Frey, 1995; Marzano, Pickering, and McTighe, 1993; and Stiggins, 1994.

Assessment for Program Evaluation

Program evaluation refers to the collection of information on a specified component of an educational system in order to appraise its quality or effectiveness and make decisions for future action.

In education, program evaluation refers to the collection of information on a specified component of an educational system in order to appraise its quality or effectiveness and make decisions for future action (Popham, 1988). Some components that might be evaluated include specific educational inputs (staff with special training, a new reading curriculum, technology), specific educational processes (cooperative learning, ability grouping, community-based instruction), or entire educational programs (a learning disabilities program, a building's second grade program, an entire school building, a district). In the context of standards-driven systems, we are interested in the relationship of the components being evaluated to student achievement of the educational system's standards (in this case, the functional expectations). This section discusses effective program evaluation strategies and the role the *PASSD* materials may play in such evaluations.

An Effective Program Evaluation Strategy

Effective program evaluation relies on the successful completion of three steps. These steps include: (1) identifying the focus of the evaluation, (2) developing a data collection plan, and (3) analyzing data and using results. The information in the *PASSD* manuals can help the educational system plan for program evaluations that include the unique needs of students with disabilities. *PASSD* also provides an option for data collection. Each of the three steps of program evaluation is discussed below.

Identifying the Focus of the Evaluation

No attempt to evaluate any school program should be initiated without first determining the focus of the evaluation. Determining the focus includes answering the following questions:

- What specific components of the educational system will be evaluated?
- To what population should the results generalize?
- What content is being evaluated?
- What is the purpose for the evaluation?
- For whom is the resulting information intended?

Educators should clearly identify the focus before proceeding with their evaluations.

Educational systems may conduct evaluations for many purposes. Among these purposes are to improve the curriculum, to better allocate or adjust resources, to provide accounting to the public, to determine needs, and to justify the continuation or discontinuation of a program. Some purposes for conducting evaluations related to the supported expectations might include the following:

- To review the success of a district curriculum relating to the expectations.
- To report the status of students with moderate disabilities on Expectations 1 and 2.
- To determine the impact a new course had on the performance of students on Expectation 4.

Educators should clearly identify the focus before proceeding with their evaluations. Information that is collected for no apparent purpose or audience in all probability will remain unused. When schools can answer questions such as, "Why is the information being collected?" and "Who is it for?" then the resulting information stands a chance of being used. Without a clear focus, evaluations become confusing and results may be inaccurate or incomplete.

Developing a Data Collection Plan

The particular focus of a program evaluation will have a direct bearing on what information will be collected and how it will be analyzed and reported. In the past, many educational evaluations, especially in special education, simply focused on the existence of particular educational inputs or processes (staff with particular training, IEPs that meet federal guidelines, appropriate student to teacher ratios). As a result, data were collected that provided a description of the inputs or processes of interest. However, recent interest in standards-driven education has sparked a growing demand for information on what students can do as a result of their educational experiences. The data required to meet these demands are direct measures of student performance. For students with disabilities in Florida schools, these measures will relate to student performance on the functional expectations.

When evaluating student performance, the evaluator must determine the method of data collection. The higher the consequences of an evaluation are, the more rigorous the data collection will have to be. For example, evaluations that result in funding decisions for school buildings

or public reporting of district results need to be based on data that can stand up to more intense scrutiny than do less formal curricular or program reviews. If the consequences are high, schools must take precautions to reduce the likelihood of inaccurate data. They also need to keep the budget in mind as they choose a data collection method. Some methods of data collection are more costly than others.

Depending upon the unique circumstances of a particular evaluation, the performance data collected through use of the *PASSD* materials may meet the information requirements of the evaluation. In other cases, specific standardized performance activities may need to be developed or some other method employed.

Those persons in charge of program evaluation should thoroughly plan their data collection strategy before collecting any data. They need to develop all instruments and may need to conduct pilot tests of these instruments. They also need to determine a sampling strategy. Data could be collected on all students in the population of interest or a small subset of this population. Finally, teachers need to determine if any training is required prior to the actual data collection.

Analyzing Data and Using or Reporting Results

As they analyze the data, educators should keep in mind the intended focus of their evaluation. Any decisions or recommendations made need to be based on sound analyses. If teachers are unfamiliar with the statistical techniques their evaluations require, they should work with someone who has the necessary skills. It is important that all decisions are backed up by adequate data.

As they analyze the data, educators should keep in mind the intended focus of their evaluation.

Another component of an effective evaluation is the organization of data for interpretation and use (Jakwerth & Frey, 1992). Written reports should clearly describe the evaluation process and results. They should be written at an appropriate level for their target audience and meet all their information needs. The following components should be included in any good report, whether it is three pages long or 30:

- Introduction and Background: Describes the focus of the evaluation and how the report is organized.
- Study Design and Execution: Identifies how the data were collected, what instrumentation was used, and the subjects on whom the data were collected.
- Results or Findings: Describes data analyses and presents results.
- Discussion and Recommendations: Reviews and explains significant findings, notes any shortcomings, and makes clear recommendations for future action.

It is important to ensure that the results of educational evaluations are useful and used. The challenge, then, is to report data in a manner that is concise yet meaningful to the intended audience (Jakwerth & Frey, 1992). Therefore, while the eight supported expectations, for example, are interpretations of the Sunshine State Standards for students with moderate disabilities, it is not constructive to align or correlate the standards with the expectations for purposes of group or school progress reporting. Any school report should specify only the Sunshine State Standards or expectations on which assessment data are reported.

Ensuring Success for All

PASSD provides teachers with tools for ensuring that students with disabilities are not left out of accountability efforts.

Finally, when educational systems define success in terms of the group, they often lose sight of the individual (Jakwerth & Frey, 1992). With special education students making up only 10-15% of the nation's student population, students with disabilities are often left out of educational evaluations or get lost in the performance of the larger population. Florida's current movement for system-wide accountability brings with it a responsibility to ensure that all students are provided with meaningful educational experiences. The inclusion of special education students in Florida's efforts to evaluate the implementation of *Florida's System of School Improvement and Accountability* is one step toward removing the barriers that separate general and special education.

PASSD provides the schools with tools for ensuring that students with disabilities are not left out of accountability efforts. It alerts teachers to the unique educational needs these students have in relation to the Sunshine State Standards. It also presents materials and suggestions for collecting student performance data that may be useful to the evaluation attempts across the state.

Chapter 4
Unique Educational Needs of Individuals with Disabilities

Education provides learners with planned experiences that enable them to acquire many of the prerequisites for successful assumption of adult living roles. However, the needs of some groups of students are not met without accommodations on the part of the educational system. Individuals with disabilities have unique educational needs that must be addressed if they are to effectively participate in and benefit from many of these educational opportunities. A clear understanding of the nature of their unique educational needs is necessary to design effective interventions for these students.

It may be argued that every individual is unique and has special needs that should be addressed. However, some educational needs are similar among persons with specific impairments. Those needs should be reflected in the educational programming and services provided for them. The following section provides a glimpse at the uniqueness of individuals with particular impairments. The descriptions for each category of impairment are organized in the same way. Each general learning attribute is numbered and followed by examples of specific characteristics displayed by students who have that attribute and the educational implications (what those characteristics mean for schools).

This report has been prepared from materials developed for the Michigan Department of Education. Many of the concepts presented here are discussed more fully in extensive *unique educational needs* papers prepared by national experts in special education. Readers interested in these papers can obtain them for a nominal fee from Disability Research Systems, Inc., (517) 485-5599.

Autistic

1. Language and Communication Development

Characteristics: Echolalia, substitutions, literalness, and pronoun reversals; for some individuals, little or no effort to communicate.

Educational Implications: Need assistance in almost every aspect of the communication process; need to develop significant ancillary skills related to communication; need to generalize the learned behaviors to other situations; appropriate conversation skills.

2. Social Interpersonal Relationship Skills Training

Characteristics: Difficulty reading social situations; difficulty inferring meaning from situational cues, understanding implications from subtle suggestions, or interpreting nondirect verbal or nonverbal communication; marked lack of awareness of the existence or feelings of others; no or abnormal seeking of comfort at times of distress; no or impaired limitation; no or abnormal play; gross impairment in ability to make peer friendships.

Educational Implications: Social rules and expectations are clear and unambiguous; programs are geared to language and communication abilities of the student; extra effort on skill development in all areas; access to authentic situations to practice communication and social interaction skills with nondisabled peers.

3. Behavior Skills Development

Characteristics: Stereotypic body movements; persistent preoccupation with parts of objects; marked distress over changes in trivial aspects of environment; unreasonable insistence on following routines in precise detail; markedly restricted range of interest and a preoccupation with one narrow interest; fascination with simple sensory stimuli.

Educational Implications: Many, if not most, of their unusual behavior will need to be modified, reduced in frequency, eliminated, or replaced by socially acceptable behaviors.

4. Functional Skills Training

Characteristics: Some students with autism may have moderate to severe mental impairment, are nonverbal, and are otherwise limited in their ability to function independently. However, other students with autism may demonstrate a normal range of intelligence with communication abilities that are quite good.

Educational Implications: For those students who demonstrate moderate to low intellectual functioning, specific skill training will be required in the major activities of daily living or to engage in the world of work. Additional time will be required for adequate skill development; long range training continued beyond secondary education into adulthood as required.

Deaf and Hard of Hearing

1. Comprehension Difficulty

Characteristics: Difficulty obtaining information from environment; delayed conceptual development; difficulty obtaining meaning from written material; frequent fatigue from struggle to access information.

Educational Implications: Provide for early identification and intervention to facilitate receptive language development; provide assistive technology to enable students to access auditory information; ongoing support to develop receptive language skills (including reading skills); accommodate student's need for additional time to complete difficult tasks; support development of strategies for obtaining environmental information.

2. Delayed or Disordered Expressive Language

Characteristics: Speech is difficult to understand; use of spoken language is ineffective; limited vocabulary; difficulty producing written information; unusual voice quality; difficulty using language to support problem solving.

Educational Implications: Provide for early identification and intervention to facilitate receptive language development; support development of expressive language skills (including written language); provide access to necessary technology; support development of expressive communication mode (speech, sign language).

3. Social Isolation

Characteristics: Poor self-concept; lack of opportunities to interact with others; difficulty assessing expectations of different social contexts; limited conversational skills.

Educational Implications: Provide opportunities to interact with others (including individuals who do and do not have hearing impairments); facilitate development of language and communication skills; support development of self-esteem and a positive self-concept; provide for development of strategies for determining the expectations of various social contexts.

4. At Risk for Reduced Post-School Achievement

Characteristics: Poor self-concept; difficulty completing academic tasks; difficulty persisting at tasks; limited or no access to appropriate role models.

Educational Implications: Closely monitor academic performance; develop awareness of post-school opportunities; provide access to role models with hearing impairments who have a variety of different vocations, lifestyles, etc.; provide accommodations necessary for performance assessment required for admission to institutions of higher education; support development of self-esteem and a positive self-concept.

Educable Mentally Handicapped

1. Delayed Intellectual Development

Characteristics: Below average intellectual functioning.

Educational Implications: Require additional time to learn skills and concepts; require more directed and systematic instruction and alternative approaches for learning.

2. Inefficient Learning Strategies

Characteristics: Do not spontaneously generalize strategies; poor ability to learn incidentally or profit from incomplete instruction; learning process is delayed and may be different; difficulty attending to task in initial stages; difficulty discriminating relevant stimuli.

Educational Implications: Provide opportunities to learn to identify and attend to critical features of a learning task; organize materials for learning; highlight salient information; make presentations concise, brisk, and interesting; reduce distracting and irrelevant stimuli; provide metacognitive training.

3. Failure Expectancy

Characteristics: At-risk for unsuccessful experiences; failure expectancy results in decreased effort; reduced motivation; may become passive and dependent on others for assistance.

Educational Implications: Begin instruction at points where students can experience success; focus attention on task cues; provide opportunities for successful independent work; reinforce students for figuring it out themselves.

4. Difficulty Developing Social Competence

Characteristics: Difficulty intervening effectively in social settings; may be less persuasive than peers who do not have similar disabilities; social competencies may reflect a mental age rather than chronological age; difficulty recognizing and coordinating personal thoughts, feelings, and beliefs with those with whom they are interacting.

Educational Implications: Provide direct assistance in developing social skills; provide appropriate interpersonal contacts across contexts.

Emotionally Handicapped

1. Deficient Emotional Development

Characteristics: Insufficient development in one or more crucial areas such as self-concept, identifying and understanding feelings and understanding the effect of those feelings on their behavior.

Educational Implications: Provide thoroughly planned, direct intervention (educational experiences) to foster emotional development; provide services of specially trained professionals offering a specific and individualized therapeutic program (by mental health professionals in close conjunction with a school program).

2. Inappropriate Behavior

Characteristics: May be disruptive, socially immature, aggressive, self-injurious, socially withdrawn, and abusive.

Educational Implications: Utilize behavior modification strategies to teach new, appropriate behaviors; provide self-control training, cognitive therapy, rational emotive education, reality therapy, or other interventions; measure incidence of inappropriate behaviors as intervention proceeds.

3. Ineffective Problem-Solving or Decision Making Ability

Characteristics: Difficulty accepting responsibility for their own behavior; few skills to manage frustration and adversity; unskilled in a formal problem-solving or decision making process.

Educational Implications: Provide direct instruction in a formal problem-solving or decision making process and provide opportunities to practice problem-solving across contexts (social, academic, vocational); provide guided practice and strategies for transferring skills to real-life situations; empathize with students and communicate this empathy.

4. Inadequate Social Skills Development

Characteristics: Lack behaviors that enable them to receive positive social reinforcement from peers; often give cues that trigger frustration or aggression in peers and adults; insufficient exposure to appropriate role models and limited opportunities to engage in a full range of social interactions.

Educational Implications: Provide a dual approach in the area of social skills that emphasizes elimination or control of inappropriate social behaviors and development of prosocial behaviors; teach social skills that will be naturally reinforced in the environment(s) and provide opportunities to practice newly learned skills in authentic contexts; provide exposure to socially competent peers that can model and naturally reinforce appropriate behaviors; implement a plan for natural rein-

forcement of learned skills and generalization to varied settings; make a special effort to understand and accommodate diversity.

5. At-Risk for Failure to Develop Appropriate Adult Living Role Orientations (Parenting and Family Living, Career Development, Constructive Occupation of Time)

Characteristics: At-risk for addictive lifestyles because they tend to make impulsive decisions, lack strong sense of identity, and are easily swayed by peer pressure; limited opportunities for training in parenting, family living, and other adult role responsibilities; limited exposure to appropriate role models; may lack skills needed to construct leisure routines; may perpetuate at-risk behaviors over time; may have difficulty obtaining and maintaining employment.

Educational Implications: Provide early, comprehensive, and direct instruction in parenting and family living, lifestyle precautions, career development, consumerism, leisure and recreation, and other adult living role orientations; provide opportunities to participate in work projects that focus on working in highly supervised settings, to receive direct instruction in job-related skills, and to experience vocational training in community-based settings; provide therapeutic intervention for family and other lifestyle problems when necessary.

6. Ineffective Use of Classroom Time

Characteristics: Difficulty using classroom time efficiently, weakened academic performance, decreased self-concept overall and especially concept of themselves as learners.

Educational Implications: Develop and consistently implement teaching and classroom procedures early in the school year; monitor student on-task behavior during instruction; provide opportunities that develop positive student attitudes and self-concepts; provide clear structure and limits.

7. At-Risk for Academic Failure

Characteristics: May lack or experience delayed basic skill development (reading, writing, and math); may lack academic coping skills such as gathering needed information, accessing assistance, talking to peers about assigned work, participating constructively in work groups).

Educational Implications: Provide direct assistance in general education classes; when appropriate, provide functional curriculum with emphasis on employability skills needed to facilitate initial career entry and advancement and relevant daily living and prosocial skills; directly teach and systematically reinforce individual and cooperative learning strategies that can assist with a variety of school-related problems (to help acquire information from written materials, to help identify and remember important information, to help improve written expression and demonstrate competence); provide opportunities to experience academic success.

Physical Impairments
(including Other Health Impairments and Traumatic Brain Injured)

1. Reduced Mobility, Strength, Stamina, or Dexterity

Characteristics: Inadequate concept development when conceptualization is dependent upon physical interaction with the environment; inefficient negotiation of the environment; difficulty complying with task completion and other expectations of school and society without needed accommodations (including attitudinal flexibility of others).

Educational Implications: Provide early intervention to prevent abnormal movement patterns, ineffective habits, awkward posture, developmental delays, and development of secondary disabilities; provide early intervention to restore, enhance, and maintain function; teach strategies to enhance personal efficiency and productivity; encourage flexible schedules and attitudes of others; teach skills to use assistive technology and adaptive devices and strategies to maximize independent mobility.

2. Insufficiently Developed or Inaccurate Self-Concept

Characteristics: Reduced motivation, initiative, self-confidence; overdependence on the assistance of others; inflexibility; difficulty setting realistic goals, working effectively toward them, and meeting personal challenges responsibly and effectively; difficulty responding appropriately to long-term implications of their physical and health conditions.

Educational Implications: Teach strategies to attend to personal emotional development; provide opportunities to realistically appraise personal strengths and limitations and opportunities to interact with adult role models with similar disabilities; support development of employability skills to facilitate career entry and advancement; provide appropriate psychological support; teach skills to effectively transition from school to community.

3. Difficulty Maintaining Academic Achievement

Characteristics: Possible delays in intellectual and perceptual motor developmental; possible slower learning rates.

Educational Implications: Provide strategies to efficiently extract meaning from continuous environmental inputs; provide opportunities for increased physical experimentation to acquire problem solving strategies; help develop skills to advocate for necessary program modifications and flexible education systems willing to provide such modifications; provide pre-vocational and vocational education.

4. Increased Dependence in Self-Care and Completion of Other Task Responsibilities

Characteristics: Inefficient or incomplete completion of tasks; overreliance on others; limited self-confidence needed to direct the assistance of others.

Educational Implications: Teach skills to identify, select, hire, and use personal care attendants and other human and nonhuman resources; provide strategies to assess personal ability to comply with task expectations; teach strategies to organize themselves and their possessions to enhance personal efficiency; develop personal care and task completion routines that enable them to comply with necessary timelines and expectations for quality and safety.

5. Extraordinary Medical and Other Health Related Needs

Characteristics: Need to maintain adaptive devices and medical equipment; at-risk for further degeneration of existing conditions, development of secondary disabilities, and increased vulnerability to human and other environmental hazards.

Educational Implications: Accommodate specific stamina and other restrictions (providing rest periods, shortened school day, modification of expectations regarding type and degree of physical activity); teach skills to advocate for needed accommodations and provide opportunities to do so; provide physical space to accommodate personal equipment; develop understanding of the need for and willingness to adhere to proper exercise, hygiene, rest and relaxation, and medical routines.

6. Increased Social Isolation

Characteristics: Difficulty developing age-appropriate interpersonal skills; difficulty producing intelligible speech and engaging in effective conversations and other communications; difficulty complying with expectations inherent in different social contexts; ineffectiveness at dealing with attitudinal barriers that impede effective interactions; limited opportunities to engage in a full range of age-appropriate activities.

Educational Implications: Provide opportunities to engage an age-appropriate range of individuals across authentic contexts; social assertiveness; communicative competency with a primary communication mode; skills to access transportation and integrate socially in their immediate communities and the world beyond.

Profoundly Handicapped

1. Delayed Intellectual Development and Slow Rates of Learning

Characteristics: Below average intellectual functioning (may be combined with one or more sensory, physical, or health impairments to result in severe multiple impairments); difficulty gaining information from the environment(s); poor ability to learn incidentally; difficulty discriminating relevant stimuli.

Educational Implications: Provide additional time required to learn skills and concepts; teach using only current best practices and direct and systematic instruction focused on attaining increased independence in RELEVANT life skills (those most needed to improve competence in domestic, leisure, community use, and vocational domains); use alternative approaches for learning; reduce distracting and irrelevant stimuli; difficulty developing and maintaining skills necessary for maximum participation in age-appropriate activities across contexts; teach targeted skills in functional clusters; regularly access to document desired student progress and adjust programs.

2. Difficulty Generalizing or Transferring Learned Skills from One Set of Conditions to Another

Characteristics: Poor retention of learned skills; require extensive ongoing support in more than one major life activity in order to participate in integrated settings.

Educational Implications: Direct instruction on precise tasks and procedures; teach strategies known to promote skill generalization; teach skills in authentic or natural settings using real-life materials (drinking fountains, grocery stores, washing machines, city sidewalks, social interactions in integrated settings); focus attention on task cues; use positive reinforcement.

3. Inadequate Social Competence

Characteristics: Limited ability to communicate understandably or in symbolic modes with parents, peers, teachers, and other professionals; social competencies may reflect mental age rather than chronological age; difficulty accessing available options for participation in age-appropriate activities across integrated contexts; difficulty complying with social expectations inherent within activities including initiating interactions and adjusting behavior in response to relevant stimuli.

Educational Implications: Provide needed support and linkages to increase access to and enhance participation within an age-appropriate range of interactions; support development and consistent use of a communication system that enables effective expression of wants and needs and response to the communication of others across contexts.

4. Difficulty Maintaining Personal Productivity

Characteristics: Difficulty with participation and obtaining needed supplies and materials to meet their needs without direct assistance; difficulty advocating effectively for their interests and needs; difficulty conducting themselves in a manner that is safe and appropriate to the setting and activity; limited participation in productivity routines; require much supervision when moving about their daily environments.

Educational Implications: Adapt task completion requirements and expected skill development level to allow active participation; assist students to be active participants when an activity or skill cannot be adapted; routines to contribute to the maximum level of their ability in personal care, health, safety, domestic, vocational, and other productivity routines; skills to safely negotiate barrier-free environments and move about purposefully.

Specific Learning Disabilities

1. Ineffective or Inefficient Use of Learning Strategies

Characteristics: Difficulty in acquiring, applying, or adapting learning strategies; problems directing their own behavior in response to various task demands; problems focusing attention on relevant or important details, inefficient use of memory (fail to use strategies for storing information or breaking information into meaningful units); ineffective written expression; ineffective approaches to solving problems with numbers.

Educational Implications: Focus directly and consistently over time on strategies for learning and storing new information in easily accessible formats; provide ongoing instruction on task completion processes, such as self-instruction, self-monitoring, and self-evaluation; present materials/information to students in small meaningful units; present strategies for attending to and comprehending important information (self-questioning, paraphrasing, semantic mapping, visual imagery, etc.).

2. Poor Self-Esteem and Ineffective Social Behavior

Characteristics: Often due to educational or academic difficulties, students with specific learning disabilities will develop an expectation of failure, withdraw from required or desired social interaction, behave inappropriately, or no longer try to learn. Often due to educational or academic failure, students with specific learning disabilities may experience feelings of reduced self-worth or lack of confidence. They may develop behaviors described as "learned helplessness" or give up on tasks that frustrate them. These students have difficulty accurately perceiving social expectations, exhibiting sensitivity to others; react poorly in social situations, or have difficulty meeting day-to-day social demands.

Educational Implications: Increase time spent on specific educational tasks; teach strategies for improving task completion; emphasize the impact of personal beliefs about the causes of success or failure on student motivation, effort, and future performance; emphasize accuracy in self-evaluations of reasons for success or failure at given tasks; provide instruction, practice, and ample opportunity to assess social situations, recognize others' feelings, and establish relationships. Curriculums should address personal plans to improve age-appropriate social behavior including acceptance of responsibility, improved decision-making, and judgments about social, moral, and ethical practices.

3. Inefficient Task Completion Ability

Characteristics: Distractibility; failure to select or attend to relevant stimuli or sustain attention; difficulty shifting attention from one modality to another (visual cues to auditory cues and back); perceptual skill deficiencies (sequencing letters, words, sentences, commands, or directions).

Educational Implications: Improve duration of attending behavior; analyze tasks for required mental operations; identify specific cognitive demands of tasks; confirm student's understanding of task requirements.

4. Inconsistent or Poor Basic Academic Skill Performance

Characteristics: Weak in basic skills of reading, writing, math, oral language; lack skills necessary for progression; difficulty processing information for problem solving; difficulty making judgments, formulating comparisons; calculations, inquires, and decisions; difficulty integrating, organizing and manipulating word symbols or expressing themselves orally.

Educational Implications: Individualized instruction, develop fit between general education curriculum and individual needs; increase successful learning experiences; communicate learning needs among staff (especially among secondary staff); flexible and frequently reviewed instructional methods; ongoing and frequent monitoring of performance; clearly articulate performance expectations; careful recognition of critical skills or information.

Speech and Language Impairments

1. Comprehension Difficulty

Characteristics: Difficulty understanding the meanings and intentions of speakers and writers; overreliance on simple, early word forms and combinations.

Educational Implications: Support development of: active comprehension strategies; understanding of specific language units (words, sentences, and extended discourse); and understanding of verbal and nonverbal information; provide opportunities to practice strategies across authentic contexts (i.e., in the classroom and work settings, social situations, domestic environment with a variety of communicative partners).

2. Unintelligible Production

Characteristics: Spoken language is unclear; written language is unreadable; communication produced with alternative modes is inaccurate; communication draws undue attention to the communicator; pitch, loudness, or voice quality are inappropriate; assumption of communicative roles is unbalanced (assumes a habitually respondent role, avoids communication situations).

Educational Implications: Support production of conventional, readily identifiable communicative signals capable of being understood by a wide range of communicative partners; teach skills and support willingness to assume an active role in all stages of the communication cycle.

3. Difficulty Communicating Intent

Characteristics: Difficulty using language to express even basic wants and needs; limited range of communicative intentions; insufficient metalinguistic awareness of language and difficulty developing and using higher order thinking skills; interrupted development of conventional, elaborated, and well-organized semantic concepts.

Educational Implications: Teach strategies to facilitate expression of wants and needs including a broadening of communicative intentions that allow the student greater control over the environment(s); help develop ability to flexibly use a wide range of language functions to support thinking, problem solving, and self-direction of behavior; provide opportunities to generalize use of functions and communication of intentions across contexts.

4. Difficulty Mastering and Controlling Use of Personal Communication System

Characteristics: Limited use of the lexical and grammatical components of a personal communication system (insufficient phonological, morphological, and syntactic skills and vocabulary to sufficiently control spoken language); insufficient mastery of units and rules of an augmentative/alternative communication system to support expression of intent.

Educational Implications: Teach strategies to monitor and self-regulate communicative effectiveness; teach skills to effectively augment primary mode of communication; provide opportunities to refine skills across authentic contexts.

5. Inefficient Communication

Characteristics: Disruptions in ongoing communication related to fluency disorders, word finding problems, lack of coherence; limited ability to rely upon speech as a primary mode of communication.

Educational Implications: Teach skills to facilitate ease, automaticity, smoothness, and speed of communication; provide opportunities to maximize active and equal participation in the communication process across contexts.

6. Limited Development of Social Communicative Competency

Characteristics: Limited participation in social interactions across contexts resulting in impediments to development in the cognitive, social, and linguistic domains of learning; passive or nonassertive or dominant in turn-taking; inflexible language style (uses the same "speech register" regardless of the situation).

Educational Implications: Support comprehension and use of verbal and nonverbal communicative behaviors; develop understanding of social variables that influence communication effectiveness (presupposition); provide opportunities to master rules of conversation and other communicative interactions (including recognition and repairs of communicative breakdowns); teach skills to vary language form with function; support development of strategies to present self as a competent and confident communicator.

Trainable Mentally Handicapped

1. Delayed Intellectual Development and Slower Rates of Learning

Characteristics: May not progress beyond the preoperational or concrete operations stage; they may not generalize from what has been taught to new situations unless this generalization is taught; difficulty selectively attending to the key feature of a task; less attention to allocate to all domains of information processing; require systematic instruction to acquire sight vocabulary.

Educational Implications: Use materials, activities, and settings as they are used in the real world (buttoning one's own shirt as opposed to that of a doll, shopping for actual products in a real store); design classroom practice to replicate experiences in the community; select chronological age-appropriate materials and activities; plan instruction based on activities, not isolated skills; provide systematic instruction that targets responses carefully defined and broken down into steps; plan a prompt for each response and feedback given; plan for an errorless approach to teaching as the most efficient teaching strategy; provide a functional approach to academics in which skills are taught related to activities of daily living; provide daily repetitions of drills and activities until skills are mastered.

2. Difficulty Maintaining Skill Level and Generalizing Skills Across Context

Characteristics: Difficulty with short-term memory; difficulty seeing the relationship between items or concepts.

Educational Implications: Continue instruction until skill can be used fluently enough to be useful in daily activities; provide frequent review of and opportunities to use skills across settings and materials; directly teach the relationship between stimuli and generalization; provide opportunities to learn through observation of others who do not have disabilities within different environments (school, community, and integrated job settings).

3. Difficulty Developing Communication and Social Competence

Characteristics: May lack conversational effectiveness and have difficulty with initiating interactions, self-regulation of behavior, following rules, providing feedback, responding to cues, providing information, and offering and accepting assistance.

Educational Implications: Provide opportunities to improve use of their mode of communication, expand vocabulary and use of grammatical structures, and improve pragmatic language skills; integrate speech and language therapy into classroom and community activities; provide frequent opportunities to interact with agemates who do not have disabilities.

4. Difficulty with Self-Management of Personal Care and Other Productivity Routines

Characteristics: Require systematic instruction to develop independence in toileting, dressing, and eating, and other personal care and productivity routines; selective attention; likely to have lower than normal cardiovascular fitness levels; require intensive training to procure and keep a job; often rely on others to initiate activities; lack judgment skills to cope with changes in the environment.

Educational Implications: Begin personal care instruction in the early years; provide more complex domestic skill instruction (completing age-appropriate chores) in elementary years and progress to home management at the end of the school experience; develop routines for occupying leisure time with a range of age-appropriate activities; teach long-term skills necessary to improve fitness levels; teach skills needed to participate in age-appropriate leisure activities; develop routines for occupation of leisure time and maintenance of physical fitness; teach a specific sequence of responses to develop self-management skills; teach skills such as planning and making purchases, ordering and paying for food, reading a schedule of events, keeping a personal calendar, and using the telephone to make an appointment or arrange a social event, and other skills needed to maintain productivity in daily living activities; teach skills to access the community such as use of public transportation and street crossing, learning to use a bus schedule or follow a map, and cope with changes in travel routes; provide vocational programs that are referenced to real jobs in the community; include opportunities to work in integrated environments, are longitudinal, include community-based training experiences, and focus on both job specific skills and job-related skills.

Visual Impairment

1. Delay or Deficiency in Cognitive Development

Characteristics: Inadequate concept development when conceptualization is dependent upon vision; reduced ability to function at the abstract level; impaired spatial awareness or application of visual perceptual abilities that impact the development of many mathematical concepts; difficulty learning from readily available print materials; difficulty completing written tasks or participating effectively in activities that require written communication skills; restriction in the ability to get about alone.

Educational Implications: To learn concepts, information sources must be brought to the student, or student must be taken to sources of information; for tactile observations to be meaningful, student must be guided by hand-over-hand orientation, accompanied by verbal explanations; require more direct instruction and longer learning time to relate to objects on a functional level; learn to use adapted equipment and materials in order to understand basic concepts of size, distance, and measurement, and for computation; training in tactile graphics and in the use of Braille mathematics in print; need to develop technical skills in at least one type of reading medium and be provided with special adaptations such as adaptive technology and devices; require training in the use of adapted or assistive devices to aid in the creation of print material; specific skills training using a systematic curriculum in orientation and mobility.

2. Social Isolation

Characteristics: Limited mobility makes learners dependent upon the assistance of others; limited opportunities to meet new people and develop friendships; detachment of the learner from the physical environment; prohibited from learning social behavior by imitation; may fail to use such behaviors or develop stereotypic behaviors; may also exhibit slower rate of social development.

Educational Implications: Require programming to develop social and interpersonal skills; a focus on strategies for avoiding development of inappropriate stereotypic behaviors; instruction in nonverbal communication techniques; opportunities to interact with a wide range of people; knowledge or particular social issues and specific problems confronted by individuals with impairments.

3. At-Risk for Deficient Physical Motor Development

Characteristics: Reduced interest in keeping the head in the "head-up" position and moving about; possible underdeveloped muscles and awkward body movements, limited opportunities for play or other recreational experiences; walking may be delayed, as well as development of physical skills in the use of body, hand coordination, and development of fine muscles.

Educational Implications: Opportunities to develop motor and mobility skills; inclusion of fitness activities in daily schedules; opportunities to practice a variety of movements to develop the kinesthetic sense; exposure to lifetime sports and recreation activities; opportunities to participate in sports that enhance perceptual concepts; use of corrective exercises to remediate postural deviations and maintain a normal appearance.

4. Increased Dependence Personal Management and Daily Living

Characteristics: Difficulty learning skills associated with personal and daily living needs; limited self confidence; lack knowledge of what needs to be done; overreliance on others; limited opportunities to participate in routines associated with personal and daily living; difficulty retrieving or using necessary tools, supplies, appliances.

Educational Implications: Provide opportunities to participate in a full range of age-appropriate personal management and daily living routines; teach skills to organize themselves and their environments for efficient storage, retrieval, and use of necessary equipment and supplies; develop personal management and daily living task completion routines that enable them to comply with necessary timelines and expectations for quality and safety.

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Appendix

Domain 1: Curriculum and Learning Environment

Strand A. Sunshine State Standards

Standard 1

The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.

The Sunshine State Standards contain a comprehensive description of the content of the general curriculum for Florida's students. These standards and their developmental benchmarks outline the major milestones at four grade levels for seven major subject areas: Language Arts, Mathematics, Science, Social Studies, Health Education and Physical Education, the Arts, and Foreign Languages. A student with a disability is expected to be involved and make progress in the general curriculum. Curriculum modifications and accommodations may be provided based on the needs of the individual student.

A student with a disability may require specially designed instruction in which content is adapted and special methodologies or delivery are used. The additional Standards for Special Diploma are intended to describe the levels of assistance and modifications that might be needed to address the unique needs of the student that result from the student's disability.

CL.A.1.In.1	The student completes specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1	The student completes specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1	The student participates in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

Strand B. Functional Academics

Standard 1

The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

The ability to interpret and use information is critical to effective functioning in daily living and the world of work. Information is conveyed through words, symbols, pictures, and experiences. It is primarily obtained by reading, listening, and viewing. Individuals need to be able to locate and use information from a variety of sources such as a newspaper, technical manual, or the instructions of a supervisor for a variety of purposes including following directions, making decisions, and solving problems. Individuals must also be able to organize and store information so that it can retrieved.

CL.B.1.In.1 The student identifies and locates oral, print, or visual information for specified purposes.

CL.B.1.In.2 The student interprets and uses oral, print, or visual information for specified purposes.

CL.B.1.In.3 The student organizes and retrieves oral, print, or visual information for specified purposes.

CL.B.1.Su.1 The student identifies and locates oral, print, or visual information to accomplish functional tasks–with guidance and support.

CL.B.1.Su.2 The student interprets and uses oral, print, or visual information to accomplish functional tasks–with guidance and support.

CL.B.1.Pa.1 The student participates in recognition and use of information when engaged in daily activities–with assistance.

Standard 2

The student expresses information effectively using oral, print, or visual formats for a variety of purposes.

The ability to express information is critical to effective functioning in adult life and the world of work. Information is primarily expressed by writing and speaking and through graphic formats. Alternate forms of expression may be needed for certain individuals including the use of sign language and augmentative communication. Individuals need to be able to present thoughts, feelings, and information to meet requirements of specific tasks or situations.

CL.B.2.In.1 The student prepares oral, written, or visual information for expression or presentation.

CL.B.2.In.2 The student expresses oral, written, or visual information for specified purposes.

CL.B.2.Su.1 The student prepares oral, written, or visual information for expression–with guidance and support.

CL.B.2.Su.2 The student expresses oral, written, or visual information to accomplish functional tasks–with guidance and support.

CL.B.2.Pa.1 The student participates in expressing information in daily routines–with assistance.

Standard 3

The student identifies and applies mathematical concepts and processes to solve problems.

In managing work activities and meeting personal needs, individuals may apply mathematical concepts and processes. Problem solving often requires the use of numbers and calculations. For example, finding the best value in purchasing a pair of shoes or determining if a particular tool will produce the desired results requires that one apply mathematical knowledge and skills.

CL.B.3.In.1 The student identifies mathematical concepts and processes to solve problems.

CL.B.3.In.2 The student applies mathematical concepts and processes to solve problems.

CL.B.3.Su.1 The student identifies mathematical concepts and processes needed to accomplish functional tasks–with guidance and support.

CL.B.3.Su.2 The student applies mathematical concepts and processes needed to accomplish functional tasks–with guidance and support.

CL.B.3.Pa.1 The student participates in activities involving the use of mathematical concepts in daily routines–with assistance.

Standard 4

The student uses systematic approaches when solving problems.

Individuals who learn to approach problems systematically are generally effective at achieving desired results. Problems may range from fixing a minor mistake on the job to very complex problems like working through the issues of resolving conflict in a social group. The ability to consider alternative solutions is critical in the problem solving process. Individuals also need to seek and use assistance and support in solving problems.

CL.B.4.In.1 The student identifies problems and examine alternative solutions.

CL.B.4.In.2 The student implements solutions to problems and evaluates effectiveness.

CL.B.4.Su.1 The student identifies problems found in functional tasks–with guidance and support.

CL.B.4.Su.2 The student implements solutions to problems found in functional tasks–with guidance and support.

CL.B.4.Pa.1 The student participates in problem-solving efforts in daily routines–with assistance.

Domain 1: Curriculum and Learning Environment

Strand C. Life Work

Standard 1

The student recognizes opportunities and responsibilities in the workplace.

Gaining understanding of the opportunities and responsibilities of the workplace prepares students for post-school adult living. Knowledge of the workplace includes awareness of job characteristics, training requirements, and understanding of individual rights and responsibilities. Individuals can use that knowledge to determine their own interests and career goals, obtain knowledge of the availability of jobs now and in the future, and develop the skills needed to successfully locate, apply, and get the desired job.

CL.C.1.In.1 The student uses knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.In.2 The student identifies individual rights and responsibilities in the workplace.

CL.C.1.In.3 The student makes general preparations for entering the work force.

CL.C.1.Su.1 The student recognizes expectations of occupations and characteristics of the workplace in making career choices–with guidance and support.

CL.C.1.Su.2 The student recognizes individual rights and responsibilities in the workplace–with guidance and support.

CL.C.1.Su.3 The student makes general preparations for entering the work force–with guidance and support.

CL.C.1.Pa.1 The student shows willingness or interest in participating in work or community activities–with assistance.

Standard 2

The student demonstrates skills and competencies needed for employment.

Individuals who demonstrate skills and competencies needed for employment is able to get and keep jobs. Knowing how to do the job involves being able to use electronic technology, tools, and materials associated with the tasks and being able to learn how to meet new job requirements. Following health and safety procedures will be essential for successful employment. Planning and implementing work procedures that meet the safety and quality requirements of the worksite, and completing the task on time are critical factors of employability. A reliable employee who displays a basic work ethic is a valuable asset to any business or industry.

CL.C.2.In.1 The student plans and implements personal work assignments.

CL.C.2.In.2 The student uses appropriate technology and tools to complete tasks in the workplace.

CL.C.2.In.3 The student displays reliability and work ethic according to the standards of the workplace.

CL.C.2.In.4 The student follows procedures to ensure health and safety in the workplace.

CL.C.2.In.5 The student applies employability skills in the workplace.

CL.C.2.Su.1 The student plans and implements personal work assignments–with guidance and support.

CL.C.2.Su.2 The student uses appropriate technology and tools to complete tasks in the workplace–with guidance and support.

CL.C.2.Su.3 The student displays reliability and work ethic according to the standards of the workplace–with guidance and support.

CL.C.2.Su.4 The student follows procedures to ensure health and safety in the workplace–with guidance and support.

CL.C.2.Su.5 The student applies employability skills in the workplace–with guidance and support.

CL.C.2.Pa.1 The student participates in work or community activities–with assistance.

Domain 2: Independent Functioning
Strand A. Personal Care

Standard 1.

The student engages in productive and leisure activities for use in the home and community.

Individuals must be prepared to function effectively at home and in the community. Individuals must possess the knowledge and specific skills needed for the routines associated with personal care. They may assume all or part of the responsibilities for keeping the household running, preparing meals, or taking care of repairs. Community involvement is also an important part of adult life. Individuals need to be able to travel within and beyond the community, communicate with friends and acquaintances, and participate effectively in leisure activities.

IF.A.1.In.1	The student completes productive and leisure activities used in the home and community.
IF.A.1.In.2	The student completes personal care, health, and fitness activities.
IF.A.1.Su.1	The student complete productive and leisure activities used in the home and community–with guidance and support.
IF.A.1.Su.2	The student completes personal care, health, and fitness activities–with guidance and support.
IF.A.1.Pa.1	The student participates in routines of productive and leisure activities used in the home and community–with assistance.
IF.A.1.Pa.2	The student participates in personal care, health, and safety routines–with assistance.

Standard 2

The student accesses and uses community resources and services.

In the course of daily living, individuals routinely complete activities that require community transactions such as using a bank, shopping, or accessing the services of agencies. These transactions must be completed as efficiently and safely as possible.

IF.A.2.In.1	The student selects and uses community resources and services for a specified purpose.
IF.A.2.In.2	The student demonstrates safe travel within and beyond the community.
IF.A.2.Su.1	The student uses community resources and services–with guidance and support.
IF.A.2.Su.2	The student demonstrates safe travel within and beyond the community–with guidance and support.
IF.A.2.Pa.1	The student participates in reaching desired locations safely within familiar environments–with assistance.
IF.A.2.Pa.2	The student participates in activities involving the use of community resources and services–with assistance.

Domain 2: Independent Functioning
Strand B. Self-Management

Standard 1

The student manages personal, career, and other life decisions.

Individuals make decisions every day—which job to take, where to live, or whether to go to a movie or watch a video. Some issues are very personal, while others may concern the family or community. To be able to think through the decision making process, establish goals, and consider the options and risks helps individuals to more effectively arrive at beneficial decisions.

IF.B.1.In.1	The student makes plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	The student carries out and revises plans related to decisions about personal and career choices.
IF.B.1.Su.1	The student makes plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support.
IF.B.1.Su.2	The student carries out plans and adjust to changing circumstances–with guidance and support.
IF.B.1.Pa.1	The student participates in expressing personal needs–with assistance.

Standard 2

The student demonstrates conduct that complies with social and environmental expectations.

When individuals understand social and environmental expectations for behavior, they can act accordingly. Using strategies to initiate or curtail certain desired or undesired behaviors may assist the individual to behave in ways that meet the expected standards of conduct. Knowing what to do when confronted with an unexpected event can play a large part in ensuring that individuals are safe. When a person is treated badly or witnesses someone else being physically harmed, the knowledge of how to respond and where to find help will be critical.

IF.B.2.In.1	The student identifies patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	The student demonstrates patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	The student responds effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	The student identifies patterns of conduct that comply with social and environmental expectations in specified situations–with guidance and support.
IF.B.2.Su.2	The student demonstrates patterns of conduct that comply with social and environmental expectations in specified situations–with guidance and support.

IF.B.2.Su.3 The student responds effectively to unexpected events and potentially harmful situations–with guidance and support.

IF.B.2.Pa.1 The student participates in using patterns of conduct that comply with social and environmental expectations in specified situations–with assistance.

IF.B.2.Pa.2 The student participates in responding appropriately to unexpected events and potentially harmful situations–with assistance.

Domain 3: Social and Emotional Behavior

Strand A. Working with Others

Standard 1

The student contributes to overall effort of group.

Group activities are an inevitable part of daily life and are becoming increasingly important in the workplace. Individuals must interact with others when they complete daily living transactions, perform work-related tasks, and participate in leisure activities. Individuals must be able to function in a variety of group situations. Functioning within formal organizations such as the school, church, workplace, and hospital requires that individuals be aware of both the explicit and implied expectations for behavior. Being able to use appropriate interpersonal communication skills can enable individuals to successfully work with others.

SE.A.1.In.1 The student cooperates in a variety of group situations.

SE.A.1.In.2 The student assists in establishing and meeting group goals.

SE.A.1.In.3 The student functions effectively within formal organizations.

SE.A.1.Su.1 The student cooperates in group situations–with guidance and support.

SE.A.1.Su.2 The student functions effectively within formal organizations–with guidance and support.

SE.A.1.Pa.1 The student participates effectively in group situations–with assistance.

Standard 2

The student uses acceptable interpersonal skills when interacting with others.

The ability to interact appropriately requires that the individual be able to communicate effectively. Understanding the needs of others and being sensitive to their opinions, perspectives, and particular characteristics are critical aspects of interpersonal relationships. It is important that individuals be afforded the opportunity to interact with a full range of persons including individuals who do and do not have disabilities.

SE.A.2.In.1 The student interacts acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 The student interacts acceptably with others within the course of social, vocational, and community living–with guidance and support.

SE.A.2.Pa.1 The student engages in routine patterns of interaction with others when participating in daily activities–with assistance.

Domain 4: Communication

Strand A. Communicating with Others

Standard 1

The student effectively communicates with others.

The ability to communicate with others enhances one's personal daily functioning and integration with society. Effective communication skills enable individuals to express their own needs, respond to directions or commands from others, and generally use their language to facilitate successful completion of daily activities. Knowing how to participate in discussions, conversations, and the general give and take required in interacting with others will enable individuals to make effective use of communication.

CO.A.1.In.1 The student initiates communication and responds effectively in a variety of situations.

CO.A.1.Su.1 The student initiates communication and responds effectively in a variety of situations–with guidance and support.

CO.A.1.Pa.1 The student participates in effective communication–with others–with assistance.

Note: Communication is a capability that is integrated throughout the domains of Curriculum and Learning Environment, Independent Functioning, and Social and Emotional Behavior. For standards that also deal specifically with communication, see:

CL.B.1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

CL.B.2. The student expresses information effectively using oral, print, or visual formats for a variety of purposes.

SE.A.2. The student uses acceptable interpersonal skills when interacting with others.

Charlie Crist, Commissioner

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